



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

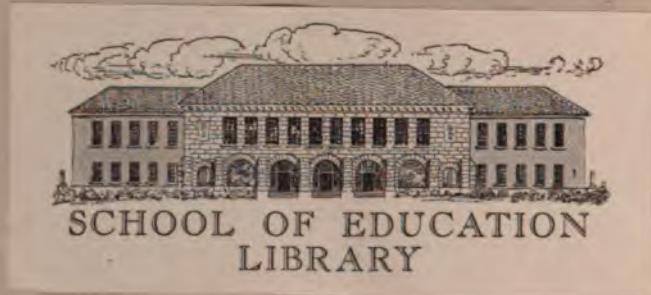
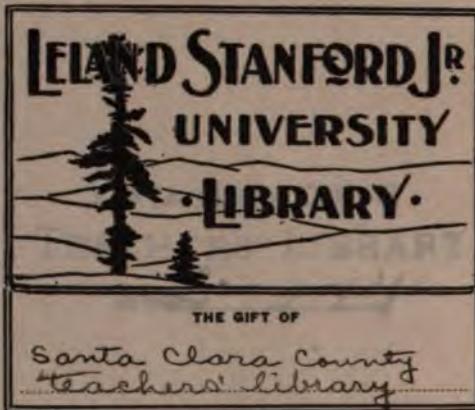
Stanford University Libraries



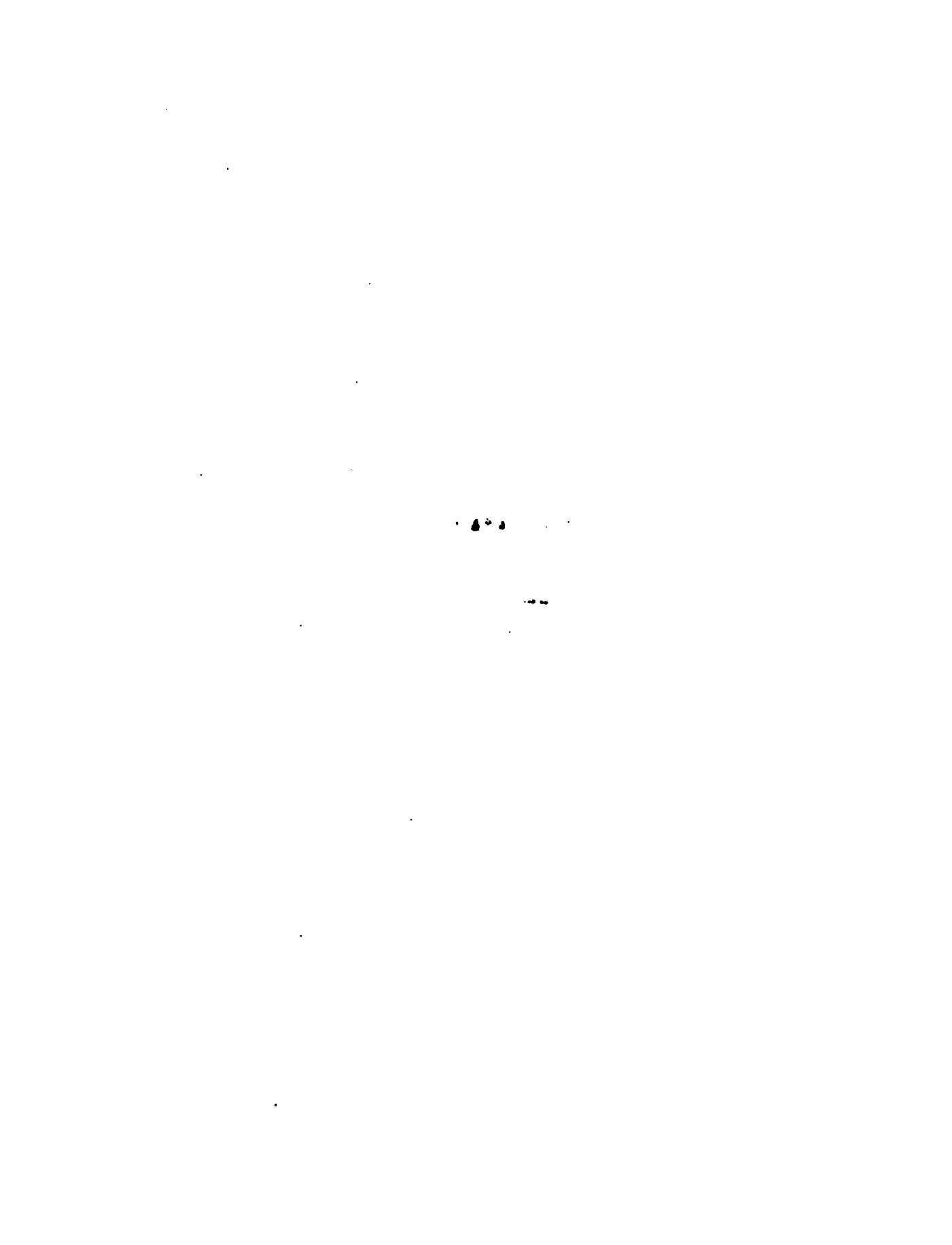
3 6105 006 542 539



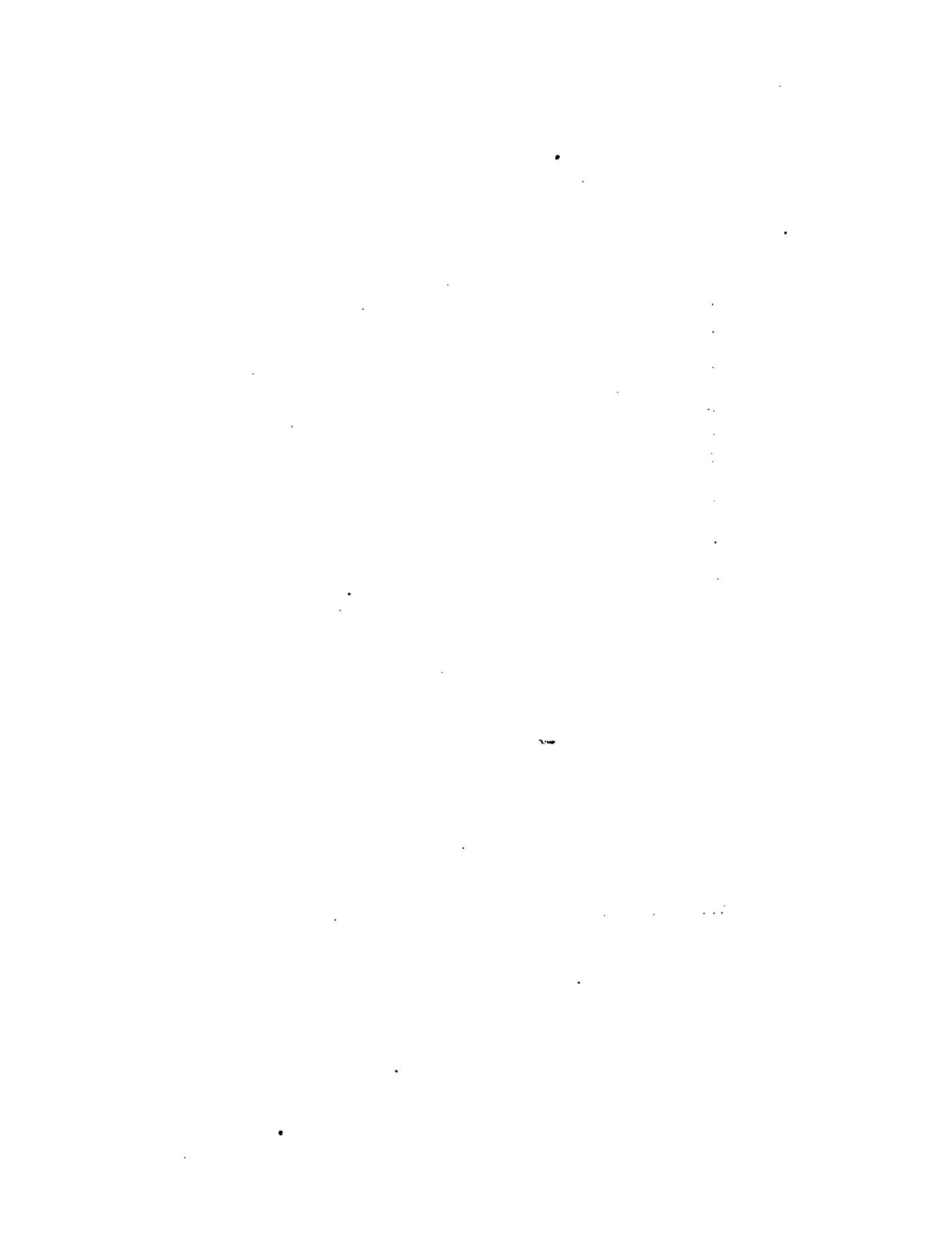
370.5
Pil 8



SANTA CLARA COUNTY
TEACHERS' LIBRARY
No. L-144



SANTA CLARA COUNTY
TEACHERS' LIBRARY
No. L-144.





EMMA MARWEDEL,
KINDERGARTNER.

THE PACIFIC EDUCATIONAL JOURNAL.

Official Organ of the Department of Public Instruction of California.

VOL. X.

JANUARY, 1894.

Nº. 1.

CURRENT EDUCATIONAL THOUGHT.

It is difficult to conceive why any course of study should be based on the assumption that all the pupils who enter school will graduate therefrom. When we consider that in the majority of school systems but 14 per cent. of the pupils who enter school complete the work of the grammar grades, and but 4 per cent. graduate from the high schools, the injustice of such a course is at once apparent. The pupils who complete the course deserve proper recognition, but certainly not at the expense of the great majority who are compelled to leave school before graduation.—CITY SUPT. BARR, Stockton.

THE value of an early introduction to our literary masters cannot be over estimated. That boy who learns to appreciate Irving, Dickens, Scott and Hawthorne, will never be in great danger of becoming swamped in the deadly yellow-backed bog of writing. Speaking for myself, I regret exceedingly the early lack for such acquaintance, for I can now never gain in this line what I should have stored away in by-gone years. Youthful impressions are the most enduring, hence the foundations of literature should be laid then.—J. D. SWEENEY, Tehama.

IN the best schools of the United States, Germany and Great Britain, it has been demonstrated beyond a doubt that pupils in general will take more interest in their work, that they will prepare their lessons with more care, and that their work will be far more satisfactory, not only to themselves, but also to their teachers, when they are marked on their daily recitations, and when these marks determine whether or not the pupils are to be promoted, than can possibly be secured under the old system under which pupils were given an examination at the end of the term, and upon this depended their success or failure as regards promotions and standings in their classes.—J. F. WEST, Paso Robles.

259930

C a

Sonoma



GENERAL DEPARTMENT

A Devoted Kindergartner.

ALBIN PUTZKER, UNIVERSITY OF CALIFORNIA, BERKELEY.

Emma Marwedel, who has just passed away from us and who has done so much for the development of the kindergarten idea in this country, deserves more than a passing mention in the educational annals of our land.

Only very little can be stated at present about her personal antecedents and family relations. She has relatives living in Germany, and a brother and other relatives at Brisbane, Queensland. As will appear later in this brief sketch, it was a characteristic of Miss Marwedel that she seldom conversed upon any topic except her beloved kindergarten work; this accounts for the paucity of information regarding her family.

Pictures of her in her childhood, preserved by her friends, show a child of great beauty and evident intelligence. When a mere girl she lost her mother, and a large share of household work, together with the care of her brothers and sisters, fell to her lot. It may be that this early experience laid the foundation to her subsequent educational career.

At the time when Miss Marwedel grew into womanhood, it should be remembered, the educational facilities for women were very meager in Germany, and it is certain that what she became she owed to self-teaching, meditation, and that indomitable energy which she possessed to the last. Furthermore it was very difficult in those days for a woman to rise to public recognition. Yet in spite of that we find her elected in 1864, in Leipsic, to the board of directors of an association for the promotion of public education; and in 1865 she became a member of the first German association for the advancement of women.

It was at about this time that Miss Marwedel resolved to devote her life to the work of the Kindergarten. In order to prepare herself for this vocation she spent considerable time in travel, visiting France, Belgium, England and Sweden, where she examined educational institutions and methods.

In 1867 she established at Hamburg an industrial art school for women. It was here that Miss Elizabeth Peabody, while on a tour of inspection of such schools, met Miss Marwedel. The consequence of the acquaintance was that Miss Marwedel came to this country and established the first kindergarten at Washington, D. C. This was in 1872. Among the patrons of the new educational enterprise were found prominent members of Congress, President Garfield, Secretary Blaine, Senators Sherman, Blair, and Sprague, and Admiral Walker. Having labored in various parts of the Eastern States, Miss Marwedel came in 1876 to California and founded the first kindergarten normal school at Los Angeles. Mrs. Kate Douglas Wiggin and Miss Anna Stovall are among her distinguished pupils.

Her subsequent active work brought her to the northern part of the State, where she taught at different times in San Francisco, Oakland, and Berkeley. In her kindergartens there were light and warmth and happiness, and as significant may be considered the remark of one of her former Berkeley pupils: "I remember best the days of my life spent with Miss Marwedel; they were so cheerful and happy."

The one great characteristic of this noble woman was her absolute devotion to the idea of rendering the early life of childhood more blessed. Her thought and conversation centered wholly in this subject. Seldom did she mention personal affairs or those of her relatives. She never indulged in gossip, never remembered any person in malice, and in these latter years her devotion to her work grew into a passion. In recognition of her worth, a great and noble lady who wields the angelic wand of helpfulness extended help to her in the shape of a sufficient monthly allowance, and Miss Marwedel could have enjoyed her last days in comfort and ease; but no—she must stint herself, must live extremely economically, that she might be able, as she said, to push her educational ideas, writings, charts, etc. This self-denial, practised for a lofty cause, indicates elements of nobility of character not often found in these times.

From the child her thought naturally drifted to the consideration of the sacredness of motherhood, and thus she was led to write a book entitled "Conscious Motherhood," in which she emphasizes the responsibility of mothers during the earlier years of the child's life and even before its birth.

Miss Marwedel had recently written three or four essays which were received with marked attention by the Educational Congress at

Chicago. Previously she had given, at the invitation of Prof. Earl Barnes, some talks before students of Stanford University, and some before teachers of Oakland. At the time of her death Emma Marwedel was full of plans and ideas which she intended to give to the world. She intended to write a book on "Healthful Popular Recreations." Her friends heard her say: "Oh, I want to live; I have so much to accomplish!" but, alas! it was otherwise decreed.

Miss Marwedel was a woman of artistic refinement; wherever she lived an artistic atmosphere surrounded her. She loved flowers, and her rooms were never without floral decorations. Her last trembling, feeble lines addressed to two little children whom she loved were: "Let Jack and Florence pick me the last bunch of violets." Her love embraced most fervently humanity and flowers.

She was endowed with much culture; her reading covered much ground, and she spoke English, German and French fluently, the latter two languages with elegance. She was uncompromising in her views; it was with her always a positive "yes" or "no." Her industry was proverbial among her friends.

Even during the last days of her terrible illness she would not consent to talk of any except educational questions. When during her last hour some friends wanted instructions about some important household affairs, she replied: "Do not talk to me about these trifling matters; I want to talk of serious things."

To friends in Germany she addressed a last line which reads, "I have endeavored to live on a high plane; thus, too, I hope to die." And indeed her death presented elements of heroism. Although suffering excruciating pains, she would not allow others to witness her sufferings. "Please leave me now, I am going to suffer pains," she said to a friend by her bedside.

Under her photographs Miss Marwedel used to write her motto: "Be true to yourself," and she lived up to it. Where was there a woman to whom it was more appropriate? She was of a deeply religious nature, although she rarely spoke of religious matters unless it were to utter some sentiment of tolerance and charity.

Prominent among her educational friends were Prof. Hilgard, Prof. Elmer E. Brown, and Prof. Earl Barnes. She used to say "Prof. Barnes is the one man who fully understands me." Miss Marwedel died at the German Hospital in San Francisco, Friday morning, Nov. 17, 1893, in her 75th year, and was buried from the Unitarian church

in Oakland on the following Sunday afternoon, amidst most solemn and impressive ceremonies. Eulogistic remarks were made by the Rev. Chas. W. Wendte, Prof. Barnes, Mrs. Sarah B. Cooper and the writer of this sketch.

Her mortal remains were taken to Mountain View Cemetery, where, it is fervently hoped, some day the kindergarten teachers of the land will place a modest monument to mark the resting-place of Fröbel's self-sacrificing, noble interpreter and disciple.

California Educational Exhibit.

Persons familiar with the excellence of the California schools are not a little disappointed to find that the best educational exhibit from the Pacific Coast comes from the new State of Washington. Two reasons may be given for this failure of the Golden State to meet the expectation of her friends: first, the bad arrangement of the work sent; and second, the absence of school work from San Francisco and several other of the larger cities. The work was placed in the California building because of the appropriation, which made it possible to make the exhibit. The background of the display is not attractive and the arrangement of the work could scarcely have been worse. San Francisco sent nothing; Los Angeles nothing but a few pieces of drawing. Neither Sacramento nor Stockton sent any school work. The exhibit from Oakland is the largest and the best. It compares favorably with the work of Eastern cities. The drawing is an attractive feature, being especially strong in historic ornament, with a good sequence of industrial drawing. The language and science papers throughout are well written and well illustrated; and the physiology papers from the grammar grades have attracted a good deal of attention. The high school work in English is good, and there are some unique class book designs which would do credit to our best comic journals.

Nowhere in the exhibit is there better work from a village school than that sent from Temescal. It is strong throughout and shows correlation and intelligent application of modern educational theories. The language work is by all odds the best from California; and the nature studies, the water-color sketches, and the arithmetic papers, are very good. Pasadena sends some good work in elementary science and grammar grade English; and Pomona has some neatly-illustrated papers in literature. The language lessons written from pictures in

the district schools of Humboldt county are good, as are those on bees from Monterey county. The spontaneous drawings from Napa are exceedingly suggestive, and Sonoma county makes a very full and creditable exhibit. The music from San Diego is very good, and the compositions on musical themes excellent. The elementary science work is technical, but the history papers from the high school show careful work in that subject. American literature is the basis of some good illustrated language work from the grammar grades of National City. The State Normal School at San Jose and the Cogswell Manual Training School at San Francisco show excellent results in manual training and related subjects. Mrs. Cooper sends some pretty nature studies in water colors and some interesting spontaneous drawings, and the Silver-street Kindergarten an excellent series of drawing, illustrating "Seven Little Sisters." The Leland Stanford Jr. University and the University of California exhibit photographs of their buildings. The statistical charts from the different counties give a good deal of important data, and there are many relief maps from California, some of them good and many of them bad. The district schools of California make a better showing than the city schools.—
WILL S. MONROE, in *Journal of Education*.

Physical Development of Oakland Children.

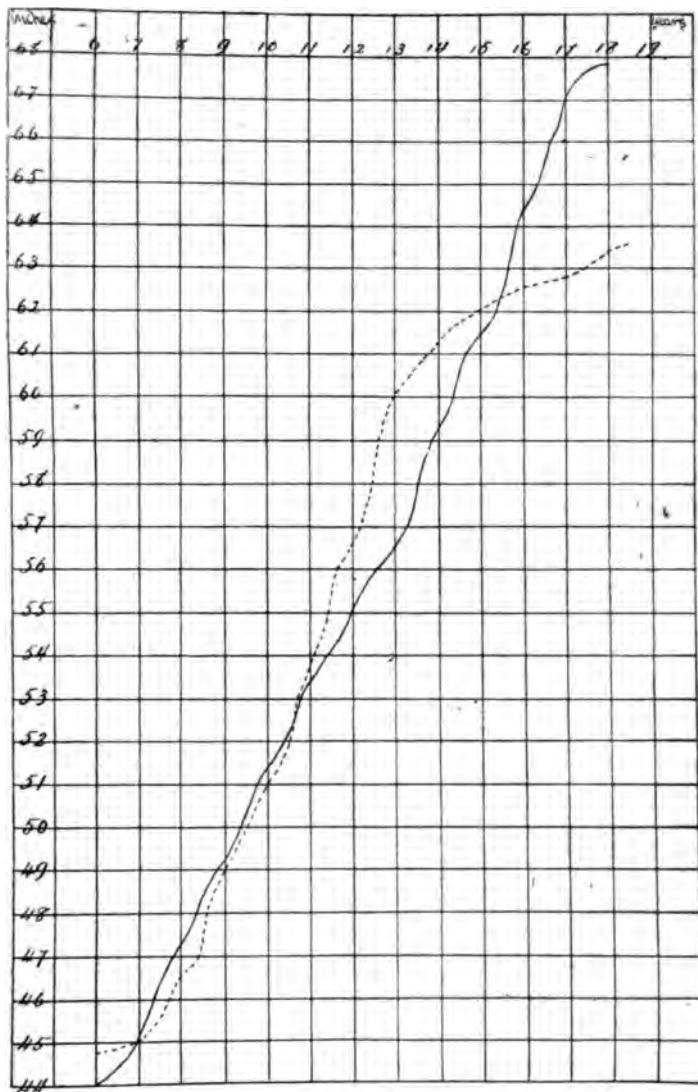
FROM THE CITY SUPERINTENDENT'S REPORT, 1892-3.

In connection with the World's Fair at Chicago an extensive anthropological and psychological exhibit was made, in one part of which material was gathered to illustrate the physical development of children. In the fall of 1892 about six thousand children in the Oakland schools were measured under the direction of the University of California and Stanford University, and a part of the results was collated and forwarded to Franz Boaz, who was in charge of this department of work. In Chicago these returns were brought into comparison with similar returns from Boston, Worcester, Toronto, St. Louis and Milwaukee. The result was very flattering to California's pride, as the Oakland children were taller and heavier than the children in any of these other cities.

In the cases where such data have been gathered in other cities there is generally a period, when the children are about twelve or thir-

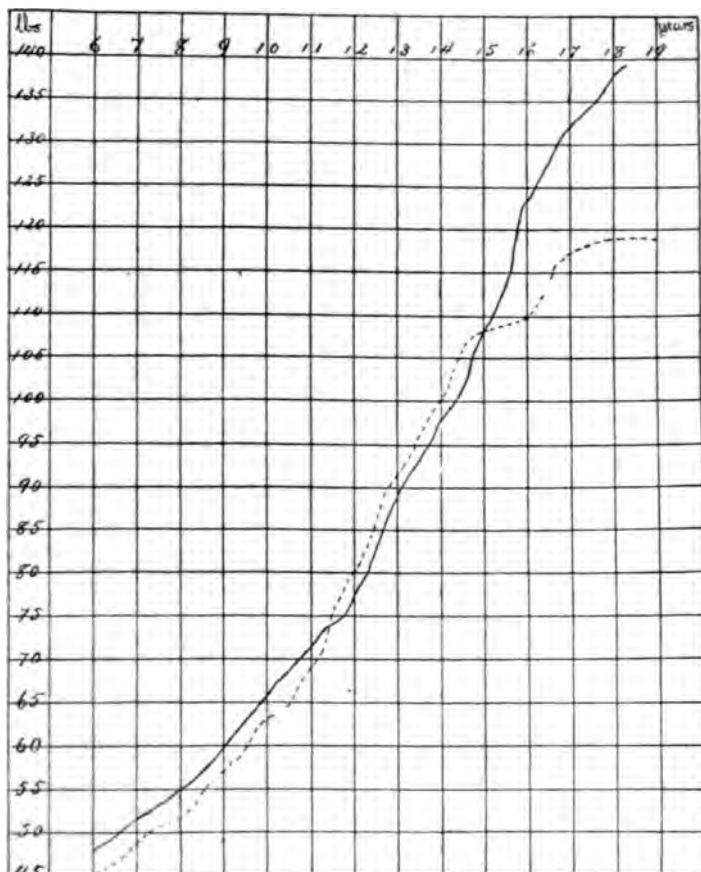
teen years old, of broken and often retarded growth. In Oakland the children show a remarkably uniform development from year to year, in height and weight, as shown in the following charts:

HEIGHT OF OAKLAND SCHOOL CHILDREN.



Plain line, boys; dotted line, girls.

WEIGHT OF OAKLAND SCHOOL CHILDREN.

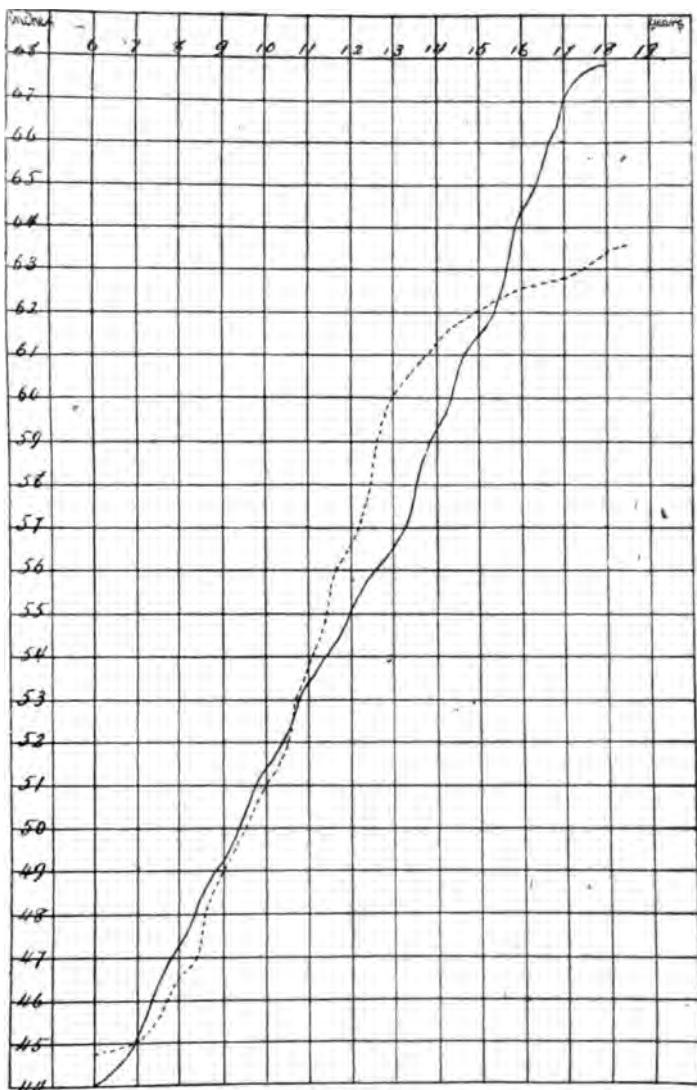


Plain line, boys; dotted line, girls.

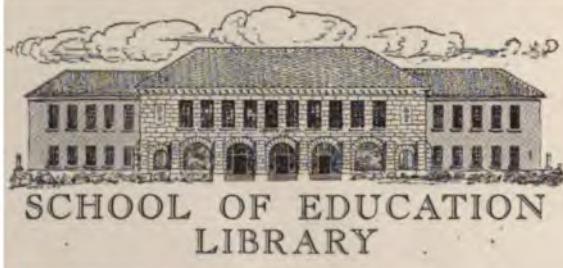
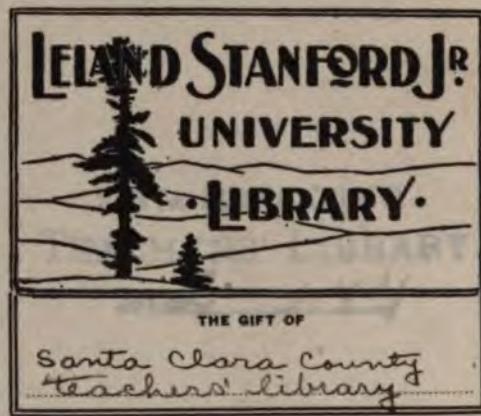
The comparison between boys and girls shows the same law that has been established by measurements in other cities. From six to eleven years old the boys are superior to the girls in height and weight. At about eleven years old the girls become superior to the boys in both height and weight, and remain superior to them until fifteen, when the boys pass them and remain physically their superiors. The girls seem to have nearly completed their growth at fifteen, while the boys go on growing as rapidly as before, as long as they remain in school.

teen years old, of broken and often retarded growth. In Oakland the children show a remarkably uniform development from year to year, in height and weight, as shown in the following charts:

HEIGHT OF OAKLAND SCHOOL CHILDREN.

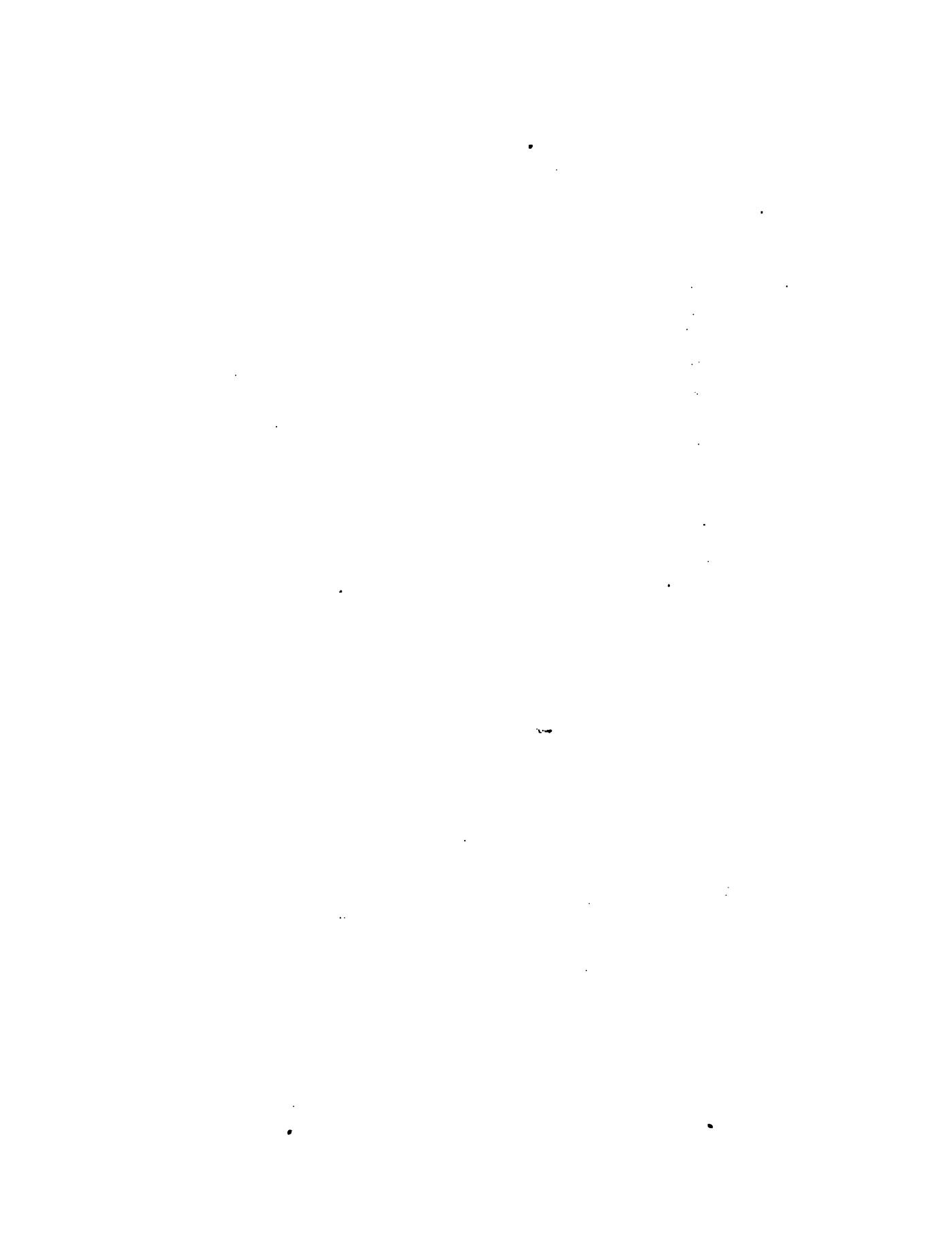


Plain line, boys; dotted line, girls.



SANTA CLARA COUNTY
TEACHERS' LIBRARY
No L-144





SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

Merits and Faults of Teachers.

A NOVEL EXPEDIENT OF SUPERINTENDENT BROWN, OF HUMBOLDT.

(CONCLUDED.)

No. 45.—Discipline good. School studious. Teacher calls class and gets down to work at once without referring to text-book—showing advance preparation. Fine recitation in physical geography, without opening the book; also supplied supplementary illustrations. This was in pleasing contrast to a recitation witnessed the day before, in which the teacher laboriously read the book questions, actually following the lines with her finger, for fear she would lose the place. Such is the contrast of success with flat failure.

No. 46.—Boy dividing 117,452 by 129, begins with 1 for his first quotient figure, then tries 2, then 3, and so on till he finds the correct figure. Much time thus wasted. No criticism of his work was made. The teacher seemed simply to be conducting the school to obtain that answer.

No. 47.—Boy read, "They did not try to drown joker after that," instead of "they did not attempt to drown joker after that." He received a severe rebuke for his carelessness. (Query: Was not the boy rendering substantial proof that he knew what he was reading about?) Health lessons; pupils immature, discussion of saliva turning starch into sugar.

No. 48.—Two pupils under six years old enrolled.

No. 49.—Three classes in mental arithmetic, none of whom read their examples so that Superintendent could understand their work. Highest grade read the worst.

No. 50.—Very few books in library, yet the anatomical charts costing \$56 were conspicuous. Not a grammar grade pupil in the school in the eighth year, even. Room tight as a drum; absolutely no ventilation except through doors as children pass out and in.

No. 51.—This occurred: "1 plus 4 minus 3 equals what? Did you catch on to what I said?" Class reading Gray's Elegy. Most

of them admit no preparation. Teacher criticises only pronunciation.

No. 52.—In primary reading a favorite method is "to find;" thus, find "good," find "old," find "cup." Three largest boys did nothing after reaching their desks, but prop their heads with one arm the elbow resting on the desk, their eyes on the Superintendent or each other, or gazing vacantly about the room. The teacher saw only the class reciting. Superintendent sat one-and-a-half hours in great agony to witness the waste of public money by such pretense of teaching.

No. 53.—Calls classes by years of their grade. Good plan. Impresses on pupils their place in course of study.

No. 54.—Pupils formed in school-room for the purpose of marching to their seats, which was done in noisy manner. Should have formed in yard.

No. 55.—House very dirty. Cold and frosty but no fire.

No. 56.—Monitors distribute hats and caps before recess. First signal, "face;" second, "rise;" third, "march." Assembling and dismissing systematic and orderly.

No. 57.—Eight pupils out of thirteen resting on one elbow looking at Superintendent or at little girl reciting, and this at nine o'clock.

No. 58.—Out-house abominable.

No. 59.—Skill displayed by teacher in putting attractive work on blackboard for little ones. Nicely printed words and sentences, and fine penmanship.

No. 60.—Pupils of same year sit together. Good plan.

No. 61.—Lesson with object lesson card. First instance witnessed of the use of these charts and cards.

No. 62.—Pupils doing absolutely nothing when not reciting, except to gaze at Superintendent or at the class reciting. Teacher gets \$80 per month.

No. 63.—Why is it true that so much analysis in mental arithmetic has no sense. Large boys and girls will say and do things in this kind of work that would stamp them as idiots if said outside the school room. It must come from following set forms of words that are learned by rote, and which have no meaning unless the example happens to "fit."

No. 64.—Relates to pronunciation of *the* and *a* in primary work. "The" taken separately has long sound of vowel.

No. 65.—Finely arranged chart for exercises in small operations in fundamental processes. Any teacher could make such chart and save an immense amount of labor in number work.

No. 66.—Children polite to a marked degree, showing evident instruction in manners at least.

No. 67.—Pupils marched in to music of organ, but kept no time? Why use the organ then?

No. 68.—Blackboard work already for school when it opened; hence there was no delay. All busy at once.

No. 69.—“No further attempt was made,” was read, “No future attempt was made.” This caused considerable stir.

No. 70.—Graded work, first year grammar. Teacher complains of weakness of pupils in decimals. Thinks mental arithmetic as a separate book could be omitted from course. Superintendent concurs.

No. 71.—Teacher thinks mental arithmetic necessary to save teacher labor of preparing questions.

No. 72.—A second year grammar grade class. Teacher does too much, pupils too little.

No. 73.—Class reviewing compound numbers. Poor in tables. Several pupils who expect to graduate in month or two could not give table of apothecaries' weight, or surveyors' linear measure.

No. 74.—Fourth year. Teacher puts questions in geography from Colonel Parker's Book. Among them this: “What effect have roots on the percolation of water.” Little girl spent much time in thinking on the question and was compelled to say she did not know the meaning of percolation. Either the teacher was wrong or Colonel Parker was wrong. The word is too difficult to put in a sentence for fourth year pupils unless explained at once.

No. 75.—Two little boys reading: “The little duck the first time it tries can swim as well as the old duck.” One persists in saying: “The little duck the first time it goes into the water can swim as good as the old duck.” Teacher criticised and required the exact text. (Query: Was not the child wiser than the text-book or the teacher?) Also recurrence of the tedious process of finding quotient figure in long division.

No. 76.—Very orderly school. Neat and tasteful. Complimented teacher on this, and on inquiry found she swept school house herself. Advised an application to trustees for janitor. Also wrote to trustees directing them to supply janitor, which was done. Teacher pays strict attention to cleanliness of the pupils when they come to school, requiring all to wash their faces and hands before entering school room from play. Boys who neglected to wash their faces have led to the pump, and soap and brushes applied by teacher her-

self, even using hot water in obdurate cases. Superintendent has, however, been informed that some of the mothers drew the line at "hot water" and made serious objection. Superintendent approves the faithful teacher, and endorses pump, soap, hot water, and even sand if necessary.

No. 77.—Indian girl gave a good sentence to illustrate the meaning of "lief," after others had failed. Good exercises in local geography, points of compass, sources of streams, etc. Calisthenics, organ accompaniment.

No. 78.—Teacher complains of the technical grammar—too much for seventh year. Has no time for letter writing or other forms of composition. Says there are two years (sixth and seventh) without composition.

No. 79.—All work done during a long visit was on slate and paper from questions on board. No oral work whatever. No use for the faculty of speech.

No. 80.—Class A, Class B, Class C, etc. Better say eighth year, seventh year, sixth year, etc.

No. 81.—Bell rang 15 minutes before 9, and again at 9. Pupils form on ground and march in very orderly. Opened by singing. All singing. Teacher at organ. Singing good. School very studious. Story telling about the reading lesson very fine—excellent for developing language.

Institutes.

MARIPOSA.—In the Court House at Mariposa, Nov. 1-3, 1893. Supt. Mrs. W. D. Egenhoff, presiding, P. M. Fisher, conductor. Mr. Fisher gave three addresses on School Organization and Management, one each on Reading and Geography, and delivered an evening lecture on "Some Recollections of the World's Fair." Miss Mary A. Kerrins spoke on "How to Conduct a Recitation;" Miss Annie L. Kerrins on "Geography;" Miss Lila Forsythe on "Methods in U. S. History;" J. B. Wilkinson on "School Preparation for the Practical Duties of Life;" J. H. Wilkinson, "Arithmetic;" Miss Julia L. Jones gave a most effective talk on "Creating and Maintaining an Interest in School Work." Close attention was paid to all the addresses. The Court house officials were frequent attendants, notably Judge Corcoran, Sheriff Prouty and Dist. Attorney Adair. The evening session was largely attended.

MERCED.—In the public school house, Merced, Nov. 8-10. Supt. Norvell's manner in presiding was so gracious and his interest so intense that the teachers caught the spirit and the sessions were all enjoyable. P. M. Fisher was conductor and the State Superintendent spent one day with the institute. Two ex-County Superintendents, teaching in the county, participated: W. S. Chase, formerly of Stanislaus, and S. G. Creighton, formerly of Tulare. The conductor delivered addresses on Habit, Civil Government, Geography, Reading, Oral Physiology, Some World's Fair Notes, and the Cosmopolitan Citizen. A discussion on "Grammar School Diploma Seekers and Their Rights," introduced by Mrs. M. F. Upton, emphasized the importance on the part of County Boards of consulting the real conditions of the schools in providing for examinations. Other subjects were presented by Lizzie Blacklock, Florence Ingelsbe, Margaret Moran, Bernice Brandon, Minnie Bunker, Dolly Hoskins, L. F. Herrod, B. F. Cross, Henry Leiginger, C. M. Johnson, and A. M. Chadwick. The teachers of the town of Merced gave a delightful reception to the institute and friends the first evening. While bearing pleasant memories of many acquaintances made, the thanks of the conductor are specially due to Miss Clara Stoddard and Miss Alice Dougherty for after-session entertainment.

MADERA.—In Athletic Hall, Madera, Nov. 15-17. The first institute of the new county. In the opening session, the conductor, P. M. Fisher, gave way to Superintendent Anderson, in order that the highest State official in the school department might have the "first word" in the first institute of the county. The thirty teachers, accustomed to meet in the Fresno institute of two hundred or more, looked a little lonesome at first, but the increased responsibility upon each to make a good record intensified the interest. The institute was fortunate in having at its head Superintendent B. F. Hawkins who, from 1883 to 1891, was Superintendent of Fresno. All the papers and addresses delivered by the teachers were good. Miss Mollie McLeran's exposition of her method of teaching drawing, associated with manual training in a little school "way off in the hills," was refreshing and altogether inimitable. Her pupils "bring things in and draw them; they make things and draw them; and they draw until the picture looks fairly like the object." Ex-Supt. Larew spoke on the value of school apparatus properly used; Supt. Hawkins and State Supt. Anderson occupied one evening in well-received addresses. P. M. Fisher and W. L. Williams addressed a large audience the second

evening on "Some Recollections of the Fair," and "The Safe-Guards of the Republic," respectively. The institute was voted a success.

NAPA.—The Napa County Institute was held Oct. 18-21, in the Masonic Hall, Napa. Eighty-three teachers were in attendance.

There were present as instructors Professors E. H. Griggs, Earl Barnes, Mary Sheldon Barnes, and Margaret E. Schallenberger of Stanford University; Prof. John Dickinson of Throop University, and Prof. W. M. McKay of Oak Mound, Napa.

The sessions, both day and evening, were very interesting and effective. On Wednesday evening, 18th, a reception was tendered the visiting teachers, and on Thursday evening Prof. Griggs gave an instructive and entertaining lecture, taking for his subject, "Ethics of Hamlet." The exhibit of school work was excellent, showing a greater variety than that of former years. Altogether it was a very pleasant and profitable session, as have been all the institutes under Supt. Anna E. Dixon's able and energetic management.

J. A. IMRIE.

SACRAMENTO.—The Sacramento City and County Teachers' Institute for 1893 convened in Sacramento, November 27th, and was in session for three days. Superintendents B. F. Howard and Albert Hart had spared no pains to make this an interesting and instructive meeting. Hon. W. H. L. Barnes, of San Francisco, and Principal R. F. Pennell, of the Chico Normal School, were with us, and their addresses proved highly instructive and beneficial.

"Getting the Right Start," by Mrs. Mary W. George, formerly of the San Jose Normal, was replete with information. She continued her line of thought in another excellent address on the "Public Schools of Our Mother Country." In a simple, easy and captivating style Miss Anna C. Murphy urged the establishment of proper "Literary Connections." Many members of the institute carried away a clearer idea of the inestimable value of "classic" literature, and her plea afforded one thought that should have the most serious attention of parents as well as instructors,—that is, "Do not expect the child to know accurately and completely, but stir his curiosity, and into this drop a seed now and then. These seeds will germinate slowly, after nature's plan; then will the flower and fruit surely appear in their due season." Mr. Raymond's "How to Use the Public School Library," and "Side Lights in Geography," were duly appreciated. Miss Harriet M. Grover's essay on "University Extension" presented the ad-

vantages to be derived from higher education; also the facilities offered by such a plan for universal education. We had "School Recreation" and "School-room Devices." Both contained many helps. We followed Miss Ebert through the mysteries of Chicago, watched young misses as they gracefully accomplished difficult movements in "Physical Culture," thought of the "Educational Value of History" and arranged our extra thoughts for "Thought Teaching." We agreed with Miss Conrad in her expressions on "School Decorations," that no school-house should be suggestive of a prison, and resolved to follow the course of "Busy Work" presented by Miss Teeny. What teacher having listened to such instructive addresses and able talks is not better prepared to increase her efficiency in the school-room! We missed your pleasant face, Mr. Editor, but trust, however, that some future institute will see you with us. Of the 180 teachers of last year about 160 answered the roll call of 1893. Some of the absent ones are engaged elsewhere, some are married, and three are students in the great eternal school where God is the teacher and just ruler.

The institute, having fulfilled its mission, and having passed resolutions thanking those who had assisted in its work, adjourned *sine die*.

E. P. HOWE, JR., Secretary.

TEHAMA.—The twenty-second meeting of our institute was called to order on November 27th, at Lincoln Grammar School, Red Bluff. The officers were appointed by the Superintendent. Miss Belle Miller, *ex officio*, president; Principal O. E. Graves, vice-president; Principal J. D. Sweeney, secretary; Miss Kate Walters, assistant secretary; Miss Laura Bettis, pianist. All of the teachers, with the exception of one who had taught a summer school, were present during the sessions. Supt. Miller's address was an excellent production, and was highly appreciated by her teachers. She in a clear way emphasized the relations of the teacher and the school.

Prof. E. H. Griggs, of Stanford University, was the leading spirit during the first day, and gave talks upon "Ethics in the Public School," "The Study and Teaching of Literature," and "Ralph Waldo Emerson." On Monday evening the Professor delivered a fine lecture at the Court Room upon "The Ethics of Hamlet." Many went away thinking that they knew very little about Hamlet, and vowing to make a study of the same. The Professor was highly appreciated, and teachers will give him a royal welcome whenever he agrees to come again. Four talks in one day is no slight task, especially such talks as his, yet he had apparently but half begun when he completed the

fourth. Miss Anna Morgan instructed the institute in drawing. She had a class of small tots to illustrate her methods. Miss Morgan impresses her hearers with the fact that her work is never done by halves, as a peep into the science recitation of Red Bluff school will show. She makes all of her own charts, and illustrates, or has pupils to illustrate, all of her work.

On Tuesday Miss Agnes Stowell, of Stanford, formerly of San Bernardino, was with us. We had read many of her pleasing articles in school journals and were delighted to meet her. Miss Stowell charms her hearers with her pleasant ways. In the afternoon Miss Stowell made valuable suggestions regarding "Poems for Children," reading many selections. Her reading attracted the attention of all of the teachers. Principal R. F. Pennell, of Chico Normal, explained methods in geometry, applying his work to the grammar grades.

On Wednesday Principal Pennell read an instructive article on "Education, Old and New." He ably sketched the lives of Sturm, Comenius, Rousseau, Pestalozzi, Fröbel, and others. He dwelt especially upon the value of history as a school study. On Wednesday morning Principal O. E. Graves, of Red Bluff, instructed us with exercises in physical geography. His special topic was "Geysers." The theories were fully explained, and then we were delighted to witness several eruptions of his "Little Favorite," a home-made geyser. Miss Dora Gilmore described the action of several well-known geysers in the Yellowstone Park. Miss Morgan also spoke upon the subject. An excellent program was rendered at the teacher's reunion on Tuesday night. A committee was appointed to secure funds for the Augustine (not an ex-superintendent, Bro. Fisher) fund. The amount raised was sufficient to defray all expenses.

Prof. J. C. Pelton, the veteran school teacher, delivered a lecture on the "Educational Problem of the Day." The efforts of the old gentleman were highly appreciated, and the teachers recommend him to other institutes, and hope that he may receive a reward similar to Tehama's gift.

Over eighty visitors were enrolled by the secretary. The clergy were well represented. The thanks of the teachers were voted the able instructors, and also to the officers of the institute for services. The *News* and *Sentinel* published daily proceedings of the meetings. Miss Garwood, who was present at the first session of Tehama County's Institute, teaches at Antelope. But little interest was taken in

on Thursday morning. These gentlemen entertained and instructed the teachers, and succeeded materially in lifting the gloom which had settled like a pall upon the institute. In the afternoon the institute adjourned, and a sadder and more dispirited lot of men and women, than those who left the Oakdale school building on that occasion is seldom seen.

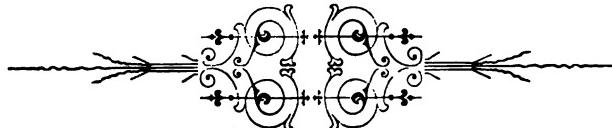
Mr. Hennessy was born in Wisconsin, in 1856.

He was graduated with honors from one of the prominent educational institutions of his native State, and was principal of public schools in one of the towns of that State for some years.

Being predisposed, by inheritance, to pulmonary troubles, he went to Colorado, and from there he made his way to the Pacific Slope about twelve or thirteen years ago. Nearly all of this time he spent in active service in the public schools of Butte County. After teaching for a brief period at Forbstown he went to Biggs, and remained there as principal for four years. His marked abilities were quickly recognized, and he soon took high rank. From Biggs, he went to take charge of the schools of Oroville, where he remained up to the time of his death, and when the Oroville High School was organized a year and a half ago he was elected its principal at a handsome salary.

He was a typical American who hated shams and shoddy, the namby-pamby and the shilly-shally. Possessing abilities that fitted him for almost any position in life, he had none of the tricks which often lift unworthy men into positions of responsibility and trust. The uncertain tenure of his position (uncertainty of tenure is peculiar to all teachers' positions, outside of a few favored localities) did not in the least humble him toward those who, in the exercise of their sovereign power, might deprive him of his place almost at will; and while he was one of the most dependent of men, in so far as his position was concerned, J. E. Hennessy was, to me, the best specimen of genuine American independence that it has ever been my pleasure to meet, and in this regard I can confidently say: "He was the noblest Roman of them all."

J. T. BEVAN.



NORMAL DEPARTMENT.

San Jose Normal School.

EVA V. JOSEPH,	- - - - -	Editor-in-Chief
MAY ARBOGAST,	- - - - -	Associate Editor
LEROY ARMSTRONG,	- - - - -	Business Manager

In the December JOURNAL we gave a list of San Jose Normal students taking higher work at our State University. We continue this list with names of our students at other institutions.

At Stanford: Charles Campbell Adams, George Bointon Albee, Hattie Elizabeth Allen, Alice Elma Chopin, Chas. Loyd Childs, Mary Elizabeth Collins, Isabella Conn, Harriet Cory, Susanna Cory, Emma J. Dickey, Anna E. Dixon, Sadie Eastwood, Clara Eberhard, Mercy Charlotte Farnsworth, John George Gwartney, Victoria Guilbert, Lucy Willis Haill, Katherine Bess Hall, Marion Estella Holmes, Mary Elizabeth Hyde, Laura Garner James, Mary Ettie Kinney, Anna Kohler, Verne Adrian McGeorge, Emily A. Nowell, Ruby Adaline Ordway, Mary Alma Patterson, Frances Reese Schallenberger, Margaret E. Schallenberger, George Martin Steel, Agnes Stowell, Jessica S. Vance, Hattie Brewer Wells, Emily Eolian Williams, A. H. Washburn.

James E. Addicott, Wash. University, St. Louis, Mo. W. W. Locke, School of Technology, Boston. James Black, Dental College, Philadelphia. Lora Scudamore, Laura Bethell, Miss Guppy, Ann Arbor, Mich. Mrs. Graves, Cornell University, N. Y. Anthony Rose, Harvard, Mass.

Methods and Devices.

(Continued from December Journal).

ORAL LANGUAGE—QUESTIONS ON NASTURTIUM.

To awaken the investigation through observation, add interest, and thus stimulate attention. Hold flower by stem.

1. Looking at the outside of this flower from the back, with the stem down, of what does it remind you? "It reminds me of a bird with a long beak and pretty tail feathers."
2. Find the bird's eyes. (By looking at the flower from the back, two projections may be seen that look like eyes).
3. What is the shape of the beak? "It is shaped like a horn."
4. Are the neck feathers and the breast feathers of the same color?
5. Are the neck feathers and tail feathers the same shape? If not, how do they differ?
6. How do they differ in color?
7. Look at the inside of flower. How many wings are there?
8. What is their color?
9. What do you notice on three of the wings that is not on the other two? "Little fine feathers." (Closer observation).
10. What do you see on the two wings that have these fine feathers?

MARGUERITE GRIFFITH, Middle A.

THE MODIFYING IMAGINATION.

The pleasure children take in "making believe" one known thing to be another known thing can be brought into active service by the primary teacher to gain attention, add interest and maintain order.

DEVICE—NUMBER WORK IN FIRST OR SECOND YEAR

Give each member of the class eight colored sticks from Prang's models. (Colored shoe pegs or some other bright, attractive objects would be as good.) Tell each to make a bridge on his desk by placing two of his books a few inches apart, and then placing another on top of them, thus covering the space between. (If pupils are not supplied with three books, give them some other suitable objects.) After they have made the bridge, tell them the space on one side is a "make-believe" lake. Say the sticks are boats, and let each arrange them on the lake as he pleases. Tell them that there are some little boys on the bridge watching the pretty-colored boats sail about on the lake. Give them such examples as these:

Two boats sail under the bridge; how many are still on the lake?
(Each pupil puts two sticks under the bridge).

Two more boats sail under the bridge; what part of the whole number of boats can the boys see on the lake?

Two more boats sail under the bridge; how many have gone from the lake?

Three of them sail from under the bridge into the lake again; how many boats do the boys see now? etc.

Ask the question before calling upon the pupil, so as to require everyone to do the work. MAMIE WHEELER.

[To be continued.]

Los Angeles Department.

MISS BELL E. COOPER,	MR. JOSEPH E. BRAND,	Editor-in-Chief
MR. ROY J. YOUNG,	MISS MARY E. HALL,	Assistants
MISS ORABEL CHILTON,		
MISS HELEN VINYARD,		

The last edition of the JOURNAL was received with additional pleasure, for we now have a personal interest in its welfare. When the present number reaches its readers, 1894 will have dawned upon us. We enter upon the new year with fresh life and vigor, trusting that the future may see the realization of our expectations, and to all fellow-students and friends of education we extend our heartiest wishes for a prosperous and happy New Year.

New Year resolutions have now been made, but let us see how many of us will fulfil them.

Work on the new building is progressing rapidly, the excavations being finished, and the foundations now being laid.

The first number of our paper, *The Normal Exponent*, was issued shortly before Christmas. It is a paper of twenty pages, including cover, and its contents are such, we believe, as to be a credit to the industry and ability of our students. It is the intention to make the professional department of the *Exponent* as prominent as possible, thus giving the paper more than a local interest.

Several weeks ago, the young men of the school devoted part of a Friday afternoon to an athletic contest, consisting of jumping, vaulting and running. Great interest was shown by the school generally. The boys of the Middle Class scored the highest number of points.

A DELIGHTFUL LECTURE.

At the close of school on Thursday, December 14th, a majority of the students, together with quite a number of visitors, gathered in the Assembly Hall to listen to a lecture by Gen. Wm. Jackson Armstrong. The speaker, who is a well-read, eloquent and enthusiastic man, held the rapt attention of all while he gave a fascinating account of the revolution of modern Italy. First, he carried his audience back to

ancient Rome; then, after describing its downfall in the fifth century, he gave a vivid picture of its sleeping state till the fifteenth century, when "The blue sky still arched over this beautiful region, the equally blue Mediterranean still laved its shores, but deep beneath this bright exterior lay the decaying nation." He told about its semi-awakening during the Napoleonic wars, and in strong, vivid and picturesque language described the patriotic works of the grand revolutionary heroes, Mazzini, Garibaldi and Cavour, an especially glowing tribute being paid to Garibaldi, the great Italian liberator.

Then he passed on to the Austrian attempts to subdue Italy, and the conflicting natures of the petty kingdoms constituting this weak nation, where no man was called an Italian, but a Venetian, a Milanese, or a Veronese, according to the city of his residence. In glowing words he described the effects of the revolutionary spirit, and portrayed the noble character and self-sacrificing work of the grand patriot, Victor Emmanuel; then he carried his attentive listeners through all the glorious struggles of the past generation, showing how the petty kingdoms were gradually swept out of existence, and modern Italy, a united whole, substituted for them.

The whole account was a fascinating and impressive one, and the students were completely carried away by the romantic and enchanting story of the so recent evolution of so great a nation. The lecture was illustrated by means of an excellent map, so that locations of cities and principalities were vividly presented to the mind, and all eagerly followed the words of the lecturer as the Italy of to-day was gradually constructed from the ruins of the past.

Ere the speaker concluded, the golden rays of the setting sun shed their mellow light through the Assembly-room windows upon the map, on which imagination made every mountain, hill and vale stand out in wondrous beauty; as the audience pictured this romantic land, over which the light of liberty has at length dawned, a mental delight in California, our own sunny Italy, could not help arising, and when the last words of the fascinating story died away, the students wended their way homewards, with thoughts of European Italy in their minds, but with all the beauties of American Italy around and above them.

We trust that before long we shall have the pleasure of listening to another lecture equally delightful.

On December 4th, Prof. E. E. Brown, teacher of pedagogy at the State University, gave a forcible outline talk to the faculty and the Senior Class, upon the strong claims of the Herbartian principles of education.

WHITTIER CELEBRATION.

The second afternoon with the poets was celebrated Friday, December 15th, the occasion being the anniversary of the birth of New England's greatest poet, John Greenleaf Whittier. The literary and musical numbers of the program were all suitable to the occasion, the

in Milton or Shakespeare, mythology may appear dry and uninteresting, but to one who delves deeply into its mysteries, there are revealed wondrous treasures of beauty, wisdom and truth.

Hawthorne, in his "Tanglewood Tales," has pleasingly narrated many of the incidents concerning mythological personages, and we welcome them anew when thus adorned, and wonder that we did not previously discover their intrinsic value; but should we wait for all these ancient characters to be surrounded by the halo of modern fancy before we cultivate an interest in them? Rather let us make our own researches, and discover for ourselves what hidden beauties lie awaiting the brightening influences of our imagination.

It is a mistake to fancy that the heroes and heroines of antique lore have been for ages "silent tenants of the tomb," for in truth they live and walk among us at the present day, although often unperceived by our imperfect vision. The ancients were continually invoking the gods of peace and war, love and beauty, life and destiny, but were they not only thus ascribing qualities and power to the unknown Almighty whom even we know only by his attributes? Thus every power existing in former ages still exists, and exerts its influence for man's weal or woe. One of the noblest of these is Pegasus, and his scepter is still wielded over the whole world.

Mythology tells us that he was a winged horse of Greek fable, said to have sprung from the trunk of the Gorgon Medusa when she was beheaded by Perseus. Bellerophon caught him as he drank of the spring Peirene, and mounted on him, succeeded in slaying the Chimæra. Thus the ancient legend runs, but under what aspect do we know Pegasus? What is this influence that endows us with immeasurable energies, that frees us from all worldly feelings, that culs for us the fairest flowers, that carries us high above our fellow-creatures, that bears us aloft as on the wings of the morning, and that even gives us a glimpse into heavenly realms? Is it love, ambition, honor, beauty, wealth? Our strange Pegasus is, rather, a combination of all these, and this peculiar intermixture, made up of all that is best on earth, we call inspiration.

This Pegasus is still roaming over the world, waiting to be mounted by daring riders, but so spirited is he, that few indeed are able to mount him and retain their position for any length of time. Happy he who does succeed! The delighted rider is borne hither and thither, as if by magic, through beautiful lands where the sun never sets, through flowery vales where gaily-tinted blossoms ever yield their sweet perfume, or over rugged mountain paths where ordinary mortals never stray. Perhaps he travels to some fair Utopia, where every being is the embodiment of grace and beauty; or perhaps he reaches some fair vale where every sound is musical, where every bird carols blithely to its mate, and every leaf utters a song as it is gently stirred in the balmy air of "incense-breathing morn." Then across the seas he may be borne; first he hears the gentle lapping of the crystal waters on the pebbly strand, then the waves are heard as they

"break, break, break, on the cold, grey sands;" then comes the mighty roar of the inrushing billows, and finally, perhaps, both horse and rider are mounting high in the ethereal realms, while below them the foaming billows toss and surge and roar. The angry spray is dashed high into the air, and naught can be heard above the din of the tempest, but still the horse and rider journey on, ever mounting higher and higher.

Throughout all ages, numerous have been the riders of this fiery steed. The prophets and seers of Biblical times knew him well; the Psalmist David, lute in hand, was carried into wondrous realms, and still his songs are echoing through the ages. Who is this calm-faced, thoughtful Greek who rides so fearlessly? In him we cannot fail to recognize the ancient classic, Homer. Vergil followed next, and later, Horace sang his graceful lyrics, composed during his ethereal flight.

"Dan Chaucer," the first of English poets, "on fame's eternal bead-roll worthy to be fyled," next caught the mettled steed, and Spenser, the dreamer, was no unworthy successor. Shakespeare was a doubly favored rider, and Inspiration bore him into many hitherto unexplored domains. As though for atonement for his blindness, Milton was allowed to roam through varied lands, while patriotic Burns loved to stray amid the Scottish wilds. Wordsworth checked the golden rein of Inspiration; for he longed to have his steed wander over his native hills and valleys, peopled by the simple peasantry immortalized by him. Daring Byron was a reckless rider, never satisfied, so he soon dismounted to give way to gentle Tennyson.

In the world of art we also catch glimpses of the presence of Inspiration. Sweet Madonnas and angel faces, wonderfully conceived and exquisitely tinted, tell how delightful must have been the journeys of Raphael, Angelo, Rubens and Murillo.

The grand musical compositions that so strongly stir our emotional natures, indicate that Mozart, Haydn, Mendelssohn and Beethoven have been led by Inspiration where "the hills clapped their hands" and "the morning stars sang together."

Thus we see what innumerable benefits we derive from the flights of Pegasus, and although we ourselves may not ride, we can at least enjoy the records of these wanderings in the lands of imagination, and render all due honor unto noble Inspiration.



CALIFORNIA MIDWINTER FAIR—MECHANIC ARTS BUILDING.

* * * ————— EDITORIAL. ————— * * *

The State Teachers' Association.

STOCKTON, 26-29, '93.



Court House, Stockton.

The Association was called to order at 7:30 P. M. in the New Yosemite Theatre. S. A. Kitchener, President of the city board of education, presided over the greetings. Mayor W. R. Clark extended a hearty welcome on behalf of the city, supplemented by appreciative words from Frank D. Nicol and an address couched in choicest terms by County Superintendent Geo. Goodell. State Superintendent Anderson responded fittingly on behalf of the School Department, and President T. J. Kirk on behalf of the Association. Chairman Kitchener then retired and President Kirk delivered the usual annual address. He extended Fresno's greeting to Stockton, paying a deserved compliment to the teachers of the latter city whose energy and eloquence had brought the Association to Stockton. Calling up the illustrious line of men who had served as State Superintendents in California, he paid marked and extended tribute to the wisdom and executive ability of the incumbent, Hon. J. W. Anderson. He found much to admire in the work of the schools of the State; but thought that reckless bonding for school purposes should be stopped; and expressed the opinion that the very great disparity of the sexes in the profession was not for the best.

Wednesday forenoon the regular department work in the Grammar and Primary and Normal and High School sections was somewhat broken by the introduction of Gustave Larsen, of Boston, who gave an exposition of Sloyd. The teachers were all much pleased to meet and hear him, but the time of the speakers programmed on the same subject was much abbreviated thereby. Alice M. Felker, Elmer E. Brown, Oliver Webb, C. H. Keyes, Herbert Miller and Jas. E. Addicott read papers or spoke on the same subject, which thus assumed great prominence in the attention of the Association. In the De-

partment of Supervision, Earl Barnes, and F. L. Burk of Santa Rosa, read strong papers on "Some Recent Changes in Superintendency." Both papers called marked attention to the work of the superintendent as it ought to be, and were full of the spirit of prophecy. It is a matter of regret that the entire membership of the Association could not have heard them and that the audience was limited to a score. In the afternoon, in general session, G. W. Howison spoke on "The Nature and Philosophy of Education," and Edward A. Ross on "Popular Education in Social Science." These were excellent selections both as to subjects and speakers, because each spoke on his special line of thought, both lines being full of interest to teachers.

The Department of Music in charge of Mrs. J. Powell Rice, held its session Wednesday forenoon, in Court Room, Dept. 1, Court House. There was an animated discussion of the subject and it was resolved to call for a place on program again for the next session.

Mrs. F. McG. Martin and Geo. R. Kleeberger were nominated for President. The latter was elected. Supt. J. W. Linscott made an impassioned plea for Santa Cruz, and the Association voted to go there next year. Prof. Slate and Harr Wagner were chosen Vice-presidents; J. T. Greely was re-elected Secretary; S. T. Black, Railroad Secretary; Geo. A. Merrill, Treasurer.

The evening reception by the citizens and teachers of Stockton and San Joaquin county generally was a delightful affair. The floor of Music Hall had tables with covers spread for 450 guests. A fine orchestra occupied the platform, while four hundred invited friends filled the galleries and gazed upon the animated scene where teachers held first place. Banners about the walls called the roll of the counties of the State. The menu and program of toasts, with the young lady and gentlemen waiters taken from the high school, were all that could be desired. Herbert Miller was toast-master, and his classical features and personal dignity seemed in perfect keeping with the various languages spoken by the unique printed program. Some of the quotations were not readily translated by the guests, but good humor is a common heritage and the appetites were plainly Anglo Saxon, so the flash of wit, flow of soul, and the viands that perish were all thoroughly enjoyed. The following list of toasts will indicate the variety scope: "Home Laudations," D. A. Mobley; "The State," C. H. Markham; "School Government," J. W. An Journalism," P. M. Fisher; "The Scholar's vice David Starr Jordan; "The Scholar's

Tongue," Martin Kellogg; "The Irish School-master in America," F. L. Burk; "The Scientific Transcendentalist," John Dickinson; "What Character are we Shaping," Melville Dozier; "Our Mutual Relation," Margaret Schallenberger; "The Old Education and the New," Earl Barnes.

Thursday forenoon was devoted in two departments to a discussion of Science, by O. P. Jenkins, A. H. Randall, Washington Wilson, Lillie J. Martin, Earl Barnes, A. J. McClatchie, M. L. Seymour and Wm. E. Ritter. While this subject is vitally interesting and the selection of participants was calculated to give full, well-rounded presentation, it is fair to suggest that next time the number be limited, or that the speakers perform a simple problem in division as to time. There was another practical discussion in the department of Supervision in which Elmer E. Brown, W. S. Monroe, P. M. Fisher and Supts. J. W. Linscott, F. McG. Martin, Harr Wagner, T. L. Heaton, and A. B. Coffee shared. But alas! only six superintendents were present and the entire audience was painfully small.

In the evening Hon. Henry E. Highton, of San Francisco, delivered an address on "American Education in Relation to the Twentieth Century." He spoke for an American system of education which must continue to be unsectarian, but must also not fail to stand for order, morals and the recognition of a Supreme Ruler.

On Friday afternoon R. S. Holway and C. M. Ritter presented the subject of "Mathematics in Secondary Schools." Margaret E. Schallenberger, Anne M. Nicholson, S. D. Waterman and Geo. A. Merrill spoke on the same subject as related to primary and grammar grade work.

In the afternoon David Starr Jordan and Martin Kellogg spoke to a full house on the subjects, "Education and the State" and "The School and its Sponsors." Copious extracts from these addresses appear elsewhere in the JOURNAL. The officers presented their annual reports and the chair announced some committee appointments. The committee on Resolutions, consisting of M. L. Seymour, Elizabeth MacKinnon, J. W. Linscott, Harr Wagner, F. N. Miller, Annie Kohler and P. M. Fisher, offered their report, which, in addition to an expression of thanks to the local committees, teachers and citizens of Stockton and San Joaquin county in general, (with special mention of City Superintendent Barr, Messrs. Nicol and Mobley, Mayor Clark and County Superintendent Goodell,) and to the officers of the convention, contained the following:

Resolved, That we observe a decided improvement in the character of school supervision in many sections of the State, and that we hereby express our conviction that in this direction lies great promise for the future.

Resolved, That in the increase of teachers' libraries, the character of the books selected and the growing disposition of teachers to read along lines of vital interest to their every day work, we already discern evidence of growth in efficiency that cannot fail to prove of great value to the State.

Resolved, That we express our gratification that the representatives of our universities and normal schools perceive the necessary and intimate relation of all school work, and testify to their interest by their presence and active participation on the program.

Resolved, That there should be a thorough revision of the State School Register, teachers' reports and other school blanks.

Resolved, That we recognize in the matter of the revision of our State school books that the State Board of Education has had imposed upon it by the legislature a duty that at this time is supreme in importance; that in view of the continuous fire of criticism under which the system of State publication has been prosecuted—a criticism to which many of our best teachers have contributed—it is imperative that the revised edition represent the best of which the State is capable, and that it be fairly in line with the advanced educational methods of the day.

Resolved, That we express our sense of indebtedness to Emma Marwedel for her devoted, unwearied and inspiring labors in this State on behalf of the kindergarten; that in her death the cause of childhood has lost an ardent friend and able advocate; that in the widespread and deeply-rooted sentiment favorable to the kindergarten throughout our State we behold her real, noblest and most permanent monument.

Resolved, That in the death of Mrs. Kate Campbell, formerly deputy superintendent of public instruction, the profession has lost a member of unusual discernment and power, and her multitude of friends an associate of exalted worth.

Resolved, That we recognize and appreciate the early labors of the pioneer teacher of the State, John C. Pelton, and commend to teachers, boards of education and school trustees his volume entitled "Sunshine and Shadows."

Upon suggestion of Prof. Kleeberger, a reference to Normal school trustees was striken out. Upon suggestion of State Superintendent Anderson, the additional resolution relative to Miss Marwedel was at once unanimously accepted. Report as above amended was adopted.

The chair announced that G. W. Howison, P. M. Fisher, Fernando Sanford and Frank Morton were elected to fill vacancies on the Educational Council, W. M. Friesner, of Los Angeles, having resigned. The constitution was amended providing for only two departments next year, namely, Department of Primary and Grammar Schools and Department of Secondary and Higher Education. An additional amendment created the office of Assistant Secretary, to which Annie C. Murphy, of Sacramento, was elected.

The chair announced the following committee on Manual Training: Herbert Miller, Stockton; C. H. Keyes, Pasadena; E. E. Brown, Berkeley; E. Barnes, Stanford; Miss R. F. English, San Jose; D. J. Sullivan, Alameda; W. M. Bush, San Francisco.

Also the following to prepare a report on a grammar school course in mathematics and have the same published in the PACIFIC EDUCATIONAL JOURNAL: J. B. McChesney, Oakland; Irving Stringham, Berkeley; R. S. Holway, San Jose; C. W. Moores, San Francisco; Miss M. E. Schallenberger, Stanford; Washington Wilson, Chico; J. E. Putman, Willows; C. J. Walker, Fresno.

The officers elected by the sessions are as follows: Grammar and Primary Department—President, D. C. Clark, Santa Cruz; Vice-President, A. B. Wright, Lodi; Secretary, Alice Felker, San Jose. Secondary and Higher Education—President, Herbert Miller; Secretary, Emma J. Breck. To Mrs. J. Powell Rice was assigned the preparation of a program for the discussion of Music.

The program of the Association being spent, the retiring president introduced his successor. President Kleeberger accepted the gavel with pleasure, expressed his thanks to the teachers, referred to the indifference of the press to the real work of the session, and declared the Association adjourned.

The Addresses of Martin Kellogg and David Starr Jordan.

President Kellogg, of the State University, in speaking to the subject of "The School and its Sponsors," said in part:

The State only points out the way to secure good management; it does not enter into details; its sponsorship, though important, is impersonal not executive.

Back of the teacher stands the power behind the throne. This power is (1.) Indirect—the parents and public spirited citizens. (2.) Direct—the superintendent and the local board.

The Teacher and Principals—theirs is the close responsibility. Theirs are the hands immediately manipulating the educational machinery. The teachers of to-day are pretty wide awake to this responsibility. Teaching has become an honored profession. Its requirements have been increased, its claims have been recognized, its interest has grown to enthusiasm; for witness, behold the attendance at local institutes, consider the crowd of eager listeners at this State Association.

It is not every teacher who can win children to her classes by the magic of her manner. Not all children can be won by the most magnetic of teachers. But the parents forecast their children's future; they know how important it is, to give them the average, at least, of the culture of the community in which they live. Many would have their sons and daughters enjoy the higher advantages of the high school and the college. For this they toil and deny themselves. The majority of parents are ambitious for their children, encourage them in their studies and are willing to spare them from tasks at home. Such parents are the teacher's indispensable co-adjutors. Yet there are many parents who may be stimulated to a more thorough sense of their responsibility. They do not always take their guardianship as seriously as they ought.

The teacher knows how important it is, that every scholar should be regular in his attendance. He cannot always make the parent see this importance. Going to school is a business. The father cannot neglect his business and prosper: the school child cannot neglect his. Nothing requires more regularity than successful study. If a page of mathematics is skipped, it blurs all the following pages; there is a chain of lessons, no link of which can be spared. Other studies are weakened in a like way, if not to the same extent, by "a day off" at school. Sickness may compel absence; nothing else should serve as an excuse, except a great emergency.

CHILDREN JADED BY LATE HOURS.

There is another weak spot in parental support. It is in allowing children to become jaded by late hours. Many parents are determined that their children shall have "a good time." It is a good motto. But the good time must not be all in the present. The wise father will look forward to his child's later career, and ask, "What is best for the life-time? How shall the young boy or girl have the best time for all the coming years?"

Children's parties with late hours are a serious obstacle to successful study. The point of injury to health is not here so much in question, as the certainty of impaired interest in study. A child should begin every day with a fresh, overflowing tide of life. He should be vigorous, alert, receptive, ready to grapple with all his lessons. He should be led to feel that his best fun is to excel in all interesting studies. But if he is sleepy and jaded from the unnaturally hours he has kept, how can he be fresh and strong for his proper

work? And if he enters freely into childish dissipations, will he not lose his relish for the healthy exercise of his mind?

The trouble is, too great indulgence on the part of the parents. The men who have done most in the world, who have been of most worth to themselves and to others, have been trained in their earlier years to self-denial. Not for them the luxurious home, the table loaded with dainties, the showy evening toilet, the wearing hours of the late-staying party. The innocent pleasures of social life, the ordinary indulgences of the rich, may be allowable in their place; but their place is not in the school life of the immature child. He has to call on all his vitality to meet the needs of his growing body and his growing mind. It is a great mistake to dissipate his energy by mere amusements. It is foolish, also, as a matter of enjoyment; for the blasé young person is already disqualified for the keenest delights of after years. Amusement will become to such a one a bore, not as it ought to be, a recreation, a re-creation.

PUBLIC SPIRITED CITIZENS.

The next set of sponsors for the public school is still more indirect, viz.: the public-spirited citizens of the community, who have not children in the school. They are not as numerous as they might be; for a good many crusty bachelors, and parents of children grown up, have no care for other people's children. They grumble at their share of the school taxes. They pray, if they pray at all, in the spirit of the Pennsylvania Dutchman, "O Lord, bless me and my wife, my son John and his wife; us four, and no more."

But that community is poor indeed, and is happily the exception, which has not citizens of a very different type. Though they have no children to send, they take a deep interest in the school. They see the importance of having a good school. They call for a good building and a good staff of teachers. They want the children to have advantages equal to the best. In private and in public, by words of encouragement and by active support, they do their utmost to second the teachers' efforts, and to make their school the pride of the community.

Even these public-spirited citizens may fail in duty at one point, of which I will speak presently. But they are a great comfort to the hard-working teachers, invaluable aids to the wisest patrons of the school. They deserve most honorable mention.

THE SUPERINTENDENT.

The superintendent, as his title indicates, has a general su-

pervision of the teachers. He is not merely a policeman, to spy out their defects and delinquencies; his office is rather that of "guide, philosopher and friend."

He is a guide, giving information on doubtful points, visiting all the schools to see of what they are in need, keeping open a central office for business relations with the teachers, and bearing the burden of innumerable details. The superintendent is one of the busiest of men.

He is a philosopher for the ordinary teachers. He must understand the theory of teaching, as well as its practice. He must know the best works on pedagogy, and recommend them to the wide-awake teachers. The modern pedagogy is nothing if not philosophical. It dives into the deepest recesses of human nature. Not content with studying the adult mind, it observes and classifies the actions of children, their ideas and feelings, their normal and abnormal lines of development. Still further, modern pedagogy studies the child before he goes to school, runs all his baby motions and utterances through the scene of its philosophy. The coming, if not the present race of superintendents must know the human mind from a to izzard, from the first mild whims of infancy to the highest speculations of Kant and Herbart.

But the good superintendent is also a friend. What guidance he can give is always at the service of the teachers. What philosophy he has mastered, he is ever ready to impart to them. He is a true helper to all well-meaning teachers. The shirking and the lazy ones, the selfish and the obstructive, will get small comfort. But these are the exception. The great majority of our school-teachers are not only hard-working, but thoroughly enlisted in their work. Few of them could survive the strain of the school-room, if it were mere drudgery.

If there is an altruistic profession, it is that of the teacher; with its often scanty compensation, its uncertainty of continuance, its exposure to public criticism. Good teachers need much friendly support, and one of their very best friends is usually the local superintendent.

THE REAL POWER, THE BOARD OF EDUCATION.

But the real *imperium* is the board of education. Who should be chosen? (1.) Good business men; (2.) intelligent men; (3.) fair-minded, reasonable men; (4.) men of tried honesty and high character. They should be chosen at a special election so that their selection may

not be made a part of an entangling alliance. Would the people take interest enough in such an election to turn out and elect the best candidates? Here we touch the great negative vice in American politics. The better part of the community have too little conscience about their political duty. They are not willing to forego their business or their pleasure, to make sure that "the republic receives no detriment." One is proving his yoke of oxen, another buying a piece of land, another is off on a honey-moon; so they all make excuse and come not to the feast of political duty. One corrupt board of education can spoil the "sweetness and light" of many cumulative years of progress. It did not take long in Pharaoh's dream for the seven lean kine to swallow up the seven fat ones. The schools are at the inmost core of our public life. Corruption in the schools must poison the whole body of society.

HIGHER SCHOOLS.

In an important sense, the higher schools of our educational system are sponsors for the schools below them. The *University* is made the crown of our State system, and is especially a sponsor for the high schools. For many years past it has been coming into closer relations with the high schools. Many of these schools are on its accredited list, and new schools are every year seeking the same affiliation.

We desire that these bonds should be still closer, productive of still greater mutual benefits.

With this end in view, we propose to invite the State, county and city Superintendents, the principals of Normal Schools and High Schools, to be our guests at the University, at some convenient time, to spend at least one full day in mutual conference and discussion. There are many important topics, touching the relations of the University and the schools, which deserve consideration and elucidation. We look forward with pleasure, also, to the social intercourse of such an occasion.

Within a few weeks, when a suitable time can be determined on, an invitation will be sent to these other sponsors of the high schools, and we hope for a general and a favorable response. The larger questions of our mutual relations are certainly worthy of fuller and broader discussions than they have yet received. One day may well be given to these discussions, as often as twice a year.

President Jordan, of Stanford University, speaking to "The School and the State" said:

The very essence of Republicanism is popular education. There is no virtue in the acts of ignorant majorities, unless by virtue of repeated action the majority is no longer ignorant. The very work of ruling is in itself education.

As Americans, we believe in government by the people. This is not that the people are the best of rulers, but because a growth in wisdom is sure to go with an increase in responsibility.

The voice of the people is not the voice of God, but if this voice be smothered, it becomes the voice of the demon. The red flag of the anarchist is woven where the people think in silence. In popular government, it has been said, ignorance has the same right to be represented as wisdom. This may be true, but the perpetuity of such government demands that this fact of representation should help to transform ignorance into wisdom. Majorities are generally wrong, but only through the experience of their mistakes is the way opened to the permanent establishment of right.

The justification of the experiment of universal suffrage is the formation of a training school in civics, which in the long run will bring about good government.

Our fathers built for the future,—a future even yet unrealized. America is not, has never been, the best-governed of civilized nations. The iron-handed dictatorship of Germany is a better government than our people have ever given us. That is, it follows a more definite and consistent policy. Its affairs of state are conducted with greater economy, greater intelligence and higher dignity than ours. It is above the influence of two of the arch enemies of the American state, the millionaire and the spoilsman. If this were all, we might welcome a Bismarck as our ruler, in place of our succession of weak-armed and short-lived Presidents.

PARTICIPATION IN GOVERNMENT IS ITSELF A TRAINING SCHOOL.

But this is not all. It is not true in a changing world that that government which is best administered is best. This is the maxim of Tyranny. Good government may be a matter of secondary importance even. Our government by the people is for the people's growth. It is the great training school in governmental methods, and in the progress which it insures lies the certain pledge of better government in the future. This pledge, I believe, enables us to look with confidence on the gravest of political problems, problems which other nations have never solved, and which can be faced by no statesmanship other than

"The right divine of man,
The million trained to be free."

And in spite of all reaction and discouragement, every true American feels that this trust in the future is no idle boast.

But popular education has higher aims than those involved in intelligent citizenship. No country can be truly well governed in which any person is prevented, either by interference or by neglect, from making the most of himself.

"Of all State treasures," says Andrew D. White, "the genius and talent of citizens is the most precious.

"It is a duty of society to itself, a duty which it cannot throw off, to see that the stock of talent and genius in each generation have a chance for development, that it may be added to the world's stock and aid in the world's work."

This truth was recognized to its fullest degree by the founders of our government, and so from the very first, provision was made for popular education.

The wisdom of this provision being recognized, our inquiry is this: How far should the State go in this regard? Should popular education cease with the primary schools, or is it the duty of the State to maintain all parts of the educational system, primary schools, secondary schools, colleges, technical and professional schools, and the schools of instruction through investigation to which belong the name of university?

THE TWO SCHOOLS IN POLITICAL ECONOMY.

There have been from time immemorial two schools in Political Economy; two opposite tendencies in the administration of government, the one to magnify, the other to reduce the power and responsibility of the State.

The one would regard the State as simply the Board of Police. Its chief function is the administration of justice. In other matters, it would stay its hands, leaving each man or institution to work out its own destiny in the struggle for existence. The weaker yield, the strong move on. Progress must come from the inevitable survival of the fittest. "*Laissez faire*," (let it alone), is the motto in all times and conditions.

The opposite tendency is to make the State not just, but benevolent. In its extreme the State would become a sort of generous uncle to every man within it. It would feed the hungry, clothe the needy, furnish work for the idle, bounties for those engaged in losing business,

and protection for those who feel too keenly the competition inherent in the struggle for existence. It would make of the State a gigantic trust, in which all citizens may take part, and by which all should be lifted from the reach of poverty by official tugging at the common boot-strap. Somewhere between these two extremes, I believe, lies the line of a just policy.

THE VIEWS OF ARISTOTLE AND MILL.

Aristotle says that "it is the duty of the State to accomplish every worthy end which it can reach better than private enterprise can do."

Accepting this view of the State's duty, let us see to what extent education comes within its function. Education is surely a worthy object. Mill says: "In the matter of education, the intervention of government is justifiable because the case is not one in which the interest and judgment of the consumer are a sufficient security for the goodness of the commodity." In other words, unless the State take the matter in hand and make provision for something better, a cheap or poor article of education may be furnished, to the injury of the people. * * *

Long ago, at the end of the war, Edmund Kirke told us in the *Atlantic Monthly* the story of the life of a brave but unlettered scout, who served in Garfield's army in Southern Kentucky, John Jordan, from the Head of Bayne.

The story, which was a true one, was designed to furnish a sort of running parallel between the lives of two brave and God-fearing men, supposed to be equal in ability and equally lowly in birth. The one wore the general's epaulets, and still later, as we know, he became President of the United States, known and honored of all men. The other wore the rough homespun garb of the scout, and now that the war is over, he lies in an unknown grave in the Cumberland mountains. And this difference, so the story tells us, lay in this: The free schools which Ohio gave the one and of which Kentucky robbed the other. "Plant a free school on every Southern cross-road," says Edmund Kirke, "and every Southern Jordan will become a Garfield. Then, and not till then, will the Union be redeemed." * * *

POPULAR EDUCATION AND DISCONTENT.

From another quarter we hear this objection to popular education. The public schools render the poor discontented with poverty. The child of the common laborer is unwilling to remain common. The pride of Merrie England used to lie in this, that each peasant and workman was contented to be peasant and workman. "Honest John

ompson, the hedger and ditcher," was as rich as he wished, and dared not to be richer." To those who inherited the good things of the realm, it was a constant pleasure to see the masses below them ntended to remain there.

But popular education breaks down the barriers of caste, and therefore increases the restlessness of those shut in by such barriers. The respect for hereditary rank and title is fast disappearing, even in nservative England, to the great dismay of those who have no claim respect other than that which they have inherited.

In a letter to the London *Times* some three years ago was shown curious illustration of this feeling. An irascible old gentleman writes, as every angry Englishman is sure to do, to the editor of the *times*, giving his experience in a railway carriage. In the first-class mpartment which he occupied, the red plush velvet had been wan- nly slashed with a knife by some person who had left the car. The old gentleman had no knowledge of the culprit, but he assumes that must have been some graduate of the public schools, and he makes s experience an argument against popular education. What else n we expect if we teach Latin and Geometry to the son of the baker the cobbler?

Nor has this spirit been wanting in America. My own great-andfather, Elderkin Waldo, said in Tolland, Connecticut, a century o, that there would "never again be good times in New England l the laborer once more was willing to work all day for a sheep's ad and pluck." That the good times were past, was due, he ought, to the influence of "the little school-houses scattered over e hills, which were spreading the spirit of sedition and equality."

But the progress of our country has been along the very lines which this good man so dreaded. The spirit of responsibility fostered the little school-houses has become our surest safeguard against dition. The man who is intelligent and free has no impulse towards dition, and for this reason the people have the right to see that ery child shall grow up intelligent and free. They must create eir own schools, and they have the plain duty to themselves in mak- g education free to make it likewise compulsory. No child in merica has the right to grow up ignorant. * * *

COLLEGE MEN IN THE REVOLUTION.

Moses Coit Tyler, of Cornell University, has said that the men of e early American colleges made success in the Revolutionary War ssible. Discussing the effect of the higher institutions of learning

on colonial life, he observes: "Still another effect of the early colleges was on the political union and freedom of the colonies. To them we are indebted for American liberty and independence. The colleges educated the people and hastened the advent of freedom by rearing the men who led the colonists in their uprising.

"It was a contest of brains ten years before the war. The colonies sent to their Congresses representatives who began issuing State papers in which the king and parliament expected to find crude arguments and railings. They were astonished to find in them, however, decency, firmness and wisdom, solidity, reason and sagacity. Chatham said, 'You will find nothing like it in the world. The histories of Greece and Rome give us nothing equal to it, and all attempts to force servitude on such a people will be useless.'" "And those men," continues Mr. Tyler, "were the 'boys' of Harvard, Yale, Princeton, Columbia, and William and Mary." * * *

The common school is the hope of our country. In like manner the high school and college are the hope of the common school, and the university the hope of the college. Each part of the system depends on the next higher for its standards and for its inspiration. From those educated in the higher schools the teachers in the lower must come. Lop off the upper branches of the tree, and the sap ceases to rise in its trunks. Cut off the higher schools from the educational system and its growth and progress stop. Weakness at the head means paralysis of the members. * * *

In the early days when, as Whittier tells us, "the people sent their wisest men to make the public laws," the close relation of higher education to the public welfare was recognized by all. John Adams said: "It is to American seminaries of learning that America is indebted for her glory and prosperity." The early colleges were sustained as a matter of course, either from public funds or from voluntary gifts in which every man and woman took part.

"The strongest colleges," says Prof. Tyler again, "were not created by foreign patrons, but by the mass of the people. They were the children of poverty, self-sacrifice and toil. Harvard sprang from the popular heart. In its early days, the families of all the colonies were invited to set apart, each member an annual donation for the college, a peck of corn or twelve pence in money. And to this invitation all responded willingly." This direct connection of college and people was one of constant mutual advantage. It intensified the public

interest in higher education, while it constrained the college to shape its work for the people's good. * * *

PRIVATELY ENDOWED COLLEGES.

The college founded by rich men, and obliged to depend on the gifts of rich men for its continuance, is often forced into degrading positions on account of favors received or favors expected. The officers of more than one of our colleges dare scarcely claim their souls as their own for fear of offending some wealthy patron. There is a college in New England, of old and honored name, in which to-day the faculty go about with bated breath, for fear of offending two wealthy spinsters in the town, whose money the college hopes to receive.

This growing dependence on the large gifts of a few men tends to carry our colleges farther and farther from the people. A school supported wholly by the interest on endowments too often has little care for public opinion, and hence has little incentive to use its influence towards right opinions. Too often it ceases to respond to the spirit of the times. The *Zeitgeist* passes it by. It becomes the headquarters of conservatism, and within its walls ancient methods and obsolete modes of thought are perpetuated. Such colleges need what Lincoln called a "bath of the people;" a contact with that humanity for whose improvement the college exists, and which it should be the mission of the college to elevate and inspire. Endowments independent of popular influence, may become fatal to aggressiveness and to inspiration, however much they may give of material aid to the work of investigation. It is not a misfortune to a college that it should be dependent on the will of the people it serves.

The pioneer school in the education of women, Mount Holyoke Seminary, has to this day neither patron nor great endowment. Its founder was a woman, rich only in zeal, who gave all that she had, her life, to the cause of the education of girls. Mary Lyon's appeal was not to a few rich men to give a hundred thousand apiece, the proceeds of some successful deal in stocks or margins, but to the farmers, clergymen, mechanics and shopkeepers of New England to give each the little he could spare. The prayers and tears and good wishes and scanty dollars of thousands of good people all over this country gave to this school of faith and hope a most substantial foundation.

Darwin speaks of the instruction in the English universities in his time as "incredibly dull," and in all of their departments an absolute waste of the student's time. "Half the professors of Oxford," said a graduate of the institution to me, only a few days ago, "live on

their stipends, and simply soak." The struggle for existence is the basis of progress. Let all the professors in a university be placed beyond the reach of this struggle and the influence of the university rapidly deteriorates. It is a law of nature from which nothing can escape. Whatever is alive must show a reason for living.

The value of the university, then, is not in proportion to its business, but to its inspiration. The Good Spirit cares not for the size of its buildings or the length of its list of professors or students. It only asks, in the words of the old reformer Huen, if "die Lust der Freiheit weht?"—whether the winds of freedom are blowing. * * *

The first constitution of several of our States contained the embodiment of educational wisdom when it provided for a general system of education ascending in regular gradation from the township school to the State University, free and equally open to all, and equally open to all forms of religious belief.

The State of California, following the lead of Michigan, did wisely when it added to this the provision for special training in all lines of technical and professional work in which the skill or the wisdom of the individual tends toward the advantage of the community or the State.

Corridor Notes.

Nearly all the San Francisco veterans were absent.

President Kirk was courteous and bore his honors modestly.

County Supts. Nuner, Mack and Coffey were interested spectators, each greeting a host of friends.

Supt. F. McG. Martin, of Sonoma, deserves credit for the large delegation from that staunch old county.

Manual training, better supervision and a revised and improved arithmetic were uppermost thoughts.

Superintendent Crookshanks presided in the Department of Supervision vice Supt. G. W. Frick, absent sick.

Ex-Supt. Dunbar and Supt. Black, of Ventura, renewed old acquaintance, and were together much of the time.

Mr. Updyke, of Tulare, looks like the editor's double, and came very near hearing some State secrets because of it.

Hugh J. Baldwin came from far Coronado to greet his northern friends. Nothing on the program escaped his eye.

The ballot for officers and place of meeting was full, free and fair. The ladies seemed to enjoy the novelty of it.

The new Yosemite Theatre is the prettiest and cosiest in the State outside of San Francisco, the Macdonough in Oakland excepted.

The modesty of the leading San Joaquin county teachers was most commendable. They wanted nothing but to see their guests enjoy themselves.

Much dissatisfaction was expressed with the meager and perfunctory reports of the Association by the local press. The gentlemen of the fountain pen were evidently not on their mettle.

Frank Morton and C. W. Moores, of San Francisco, Isaac Wright, of Livermore, E. H. Walker, of Hanford, A. J. McClatchie, of Pasadena, and E. M. Price, of West Point, were comparatively new faces in recent Association meetings.



CALIFORNIA MIDWINTER FAIR.
Manufactures and Liberal Arts Building.

BECAUSE of the rain and the delay in receiving exhibits from the East, the beginning of the year does not find the Midwinter Fair ready to receive visitors. By the 20th inst. it is hoped to have the buildings, grounds and exhibits in such condition as to be enjoyable. What has already been done is a magnificent tribute to California's enterprise. To those who visited the World's Fair, as well as to those less fortunate, the Midwinter Fair will prove a revelation far beyond their most sanguine expectations. To say nothing now of the scores whose moral support and material aid have proved pillars of strength, the audacious courage of M. H. de Young who originated the plan, his ability to meet every emergency, his unwavering faith in its practicability reads like a modernized story from the Arabian Nights. The display of such qualities by a half score of men of wealth and influence would transform San Francisco—California—the Coast.

IN reply to many inquiries concerning our Souvenir Volume which we had contemplated issuing for the Midwinter Fair, we desire to say that the subscriptions promised will not warrant us in proceeding with the publication as originally projected. We had secured

such favorable terms for engraving the portraits, that we anticipated a large number of subscribers who would take advantage of this opportunity to secure a first-class half-tone cut at half price and the Souvenir Volume practically free. The stringent times and the delay in payment of salaries in many counties seem to have prevented a general response on the part of those whose subscriptions were solicited. To publish a volume which would be a credit to the profession in this State would cost us not less than \$2,000, and without an assured subscription list larger than we have received would mean considerable loss to us. We have therefore concluded to abandon the plan for publishing a Souvenir Volume, and instead to publish in the JOURNAL, during the continuance of the Fair, a series of portraits and sketches of school officers and teachers, and cuts of school-buildings from various sections of the State.

SUPERINTENDENT ANDERSON, by extra labor, has prepared and had published in a very neat and handy volume a "Digest of California School Law." This book will be found very useful to school officers and teachers and a copy should be found on the shelves of every school library.



JANUARY, 1894.

J. W. ANDERSON, - - - - - Superintendent of Public Instruction
A. B. ANDERSON, - - - - - Deputy Superintendent of Public Instruction

[SUPT. ANDERSON has promised an extended communication for the February JOURNAL.]

OUR LIBRARY TABLE.

MAGAZINES.

THE December number of *The North American Review* brings to a close the one hundred and fifty-seventh volume of that periodical. It opens with an important article by Governor Russell, of Massachusetts, on the "Political Causes of the Business Depression." "The Hawaiian Situation" is dealt with in three articles. Senator Peffer, of Kansas, sets forth "The Mission of the Populist Party" in an able article; the ex-Commissioner of Patents, Hon. W. E. Simonds, discusses the question, "Are Our Patent Laws Iniquitous?" Justin McCarthy, M. P., contributes an interesting paper on "Parliamentary Manners." This number also contains other articles, and the usual variety of Notes and Comments.

A YEAR'S subscription to *Scribner's Magazine* will bring into your home twelve monthly numbers, aggregating over 1500 pages of the best and most interesting reading, and more than 700 beautiful illustrations. George W. Cable begins in the January number a romance entitled "John March, Southerner."

THE program of the new volume of *The Century Magazine*, beginning with the November number, is one of rare interest to every reader of literature. The chief serial feature is a new novel by Mark Twain, the most dramatic story ever written by America's greatest humorist. *The Century* will contain A Series of Superb Engravings of the Old Dutch Masters; articles on Hunting of Fierce Game; articles describing Artists' Adventures, by leading American artists, with their own illustrations; articles descriptive of Important Expeditions; Important Papers on Music, by the greatest living composers and musicians; unpublished essays by James Russell Lowell; short stories and novelettes by all the leading story-writers, essays on timely subjects, humor and fun in the "Lighter Vein" department, etc. The great Christmas number contains a sermon by Phillips Brooks, seven complete stories, a magnificent array of full-page engravings, a new picture of General Grant, letters from Edwin Booth, etc. Price \$4 a year. The Century Co., 33 East Seventeenth Street, New York. Write for a "Miniature Century," free.

The Cosmopolitan Magazine for December is charmingly illustrated, and contains a very important series of contributions in regard to the World's Fair, by Paul Bourget, John J. Ingalls, F. Hopkinson Smith, Robert Grant, H. H. Markley, A. S. Hardy, and Lyman J. Gage, covering almost every phase of interest after the Fair, with nearly 200 illustrations. The marvel is how the publishers can make such a periodical for \$1.50 a year; but they do it, and are winning a grand success. New York: John Brisben Walker, editor.

In the Christmas *St. Nicholas* Kate Douglas Wiggin has a soliloquy entitled "The Red Dolly;" Malcolm Douglas a delightfully rollicking little piece about "The German Band;" Bliss Carman, a poem of Irish fairies; and Samuel Conkey recounts "An Adventure with a Hackee" in Language which no college professor can explain offhand without a dictionary. Kipling, Cable, Stedman, Mark Twain, and other famous writers help to make it a number where good things jostle one another to find room.

The Atlantic for 1894 will contain, among other attractions, "Philip and His Wife," a serial story, by Margaret Deland; short stories, by Miss Jewett, Joel Chandler Harris, Mrs. Wiggin and others. History and biography will be very effectively represented. Literary history and Criticism will be made attractive by letters and by papers on engaging themes. Delightful sketches on the seasons and the aspects of Nature in Florida, Utah, and Canada, are promised. Educational articles are assured from Professor Shaler, Horace E. Scudder, and others who are able to speak with authority. Special attention will be given to dramatic criticism and to the development of the theatre in America, with reminiscences of famous actors and actresses. Terms, \$4 a year in advance, postage free; 35 cents a number. With new life-size portrait of Whittier, Lowell, Hawthorne, Emerson, Longfellow, Bryant, or Holmes, \$5; each additional portrait, \$1. Houghton, Mifflin & Company, 4 Park Street, Boston, Mass.

Godey's Magazine for January issued December 15th, has a rich and varied table of contents. The illustrations are excellent. The water color portraits are of Mrs. J. G. Gaylord and Miss Mattie Thompson, of Kentucky. All the departments are up to their standard.

The holiday number of *Our Little Ones and the Nursery* has a large number of beautiful illustrations to delight the hearts of the children. The stories and poems are just what the little ones will enjoy at this season. Published by The Russell Pub. Co., Boston. Subscription \$1.50.

The January *Overland* is an attractive number. There is a promise of many good things for 1894, and the initial number presages an ample fulfillment.



Two dollars and fifty cents pays for the *Cosmopolitan* and the *PACIFIC EDUCATIONAL JOURNAL* for one year.

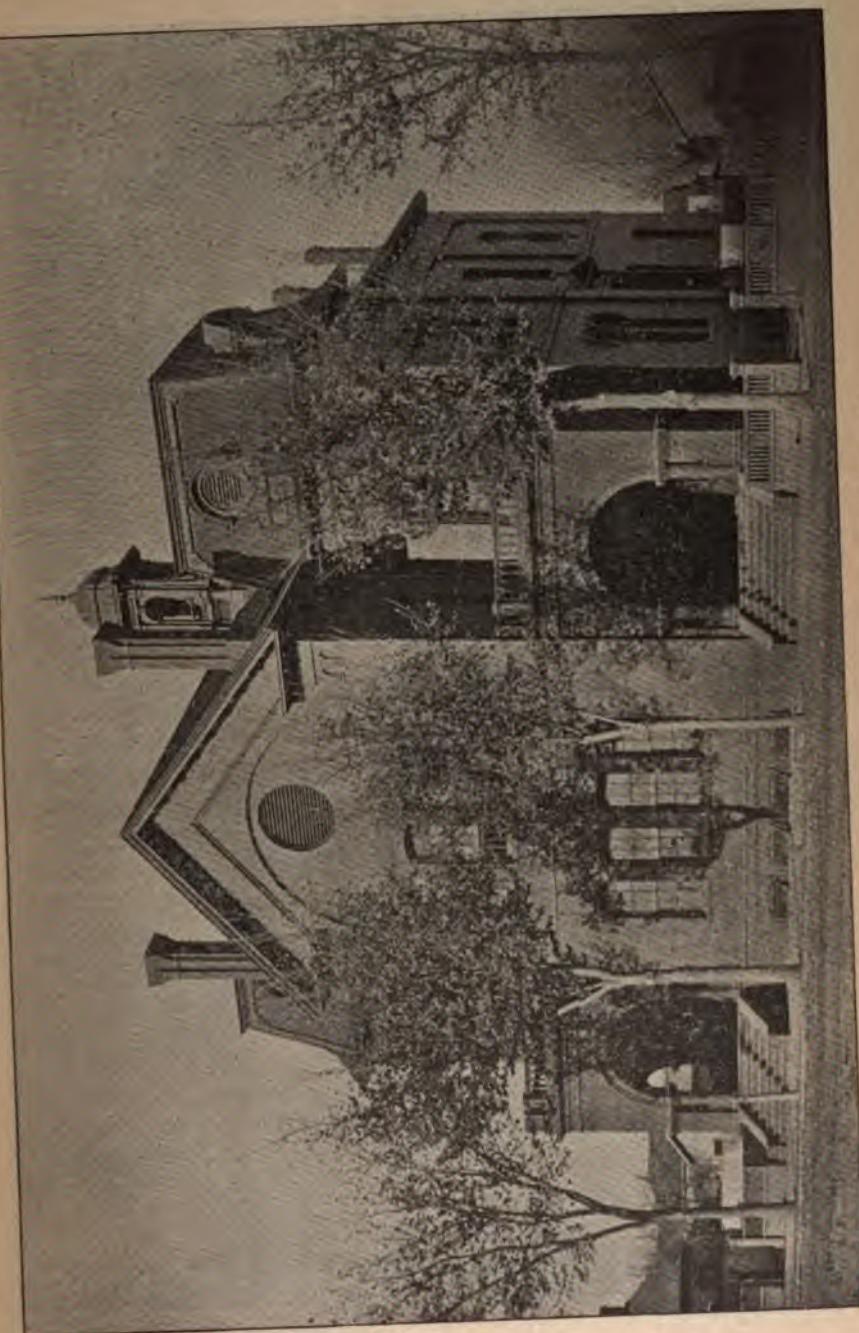
BERKELEY is about to reorganize its high school under the law as passed by the last legislature.

C. L. NEILL, principal of the South school, Stockton, and for many years connected with the schools of that city, died November 30th.

AN effort is being made to set on foot a movement to secure another State normal school to be located at Pacific Beach, San Diego county.

THE California Dairymen's Association want to establish a scientific dairy school, such as some of the Eastern States have successfully organized.

CHINO is to have a new school-house. The building will be brick, two stories, four class rooms, library, principal's office, assembly hall, etc., and will cost about \$10,000.



JEFFERSON SCHOOL, STOCKTON, CAL.



CALIFORNIA MIDWINTER INTERNATIONAL EXPOSITION.

THE PACIFIC EDUCATIONAL JOURNAL.

Official Organ of the Department of Public Instruction of California.

VOL. X.

FEBRUARY, 1894.

No. 2.

CURRENT EDUCATIONAL THOUGHT.

If there by any one line along which, in my judgment, the energies of teachers is required to be especially directed to-day, it is for the moral improvement of the children under their care.—CO. SUPT. KIRK, Fresno.

MANY a mother or father has been rightly cursed by his child, who had been spoiled by the too tender parent and who had never known what obedience was until it came in contact with the law. There should be a limit in strictness as well as in tenderness.—KARL HEINRICH, Germantown, Cal.

THE soul of honor must ever be the embodiment of the teacher. If the teacher is anything he is a model. An unseen artist is at work in every school room, moulding, fashioning the pupils into the image of their teacher, and woe be to the school whose teacher is justly chargeable with even small departures from a course of integrity.—REV. A. M. RUSSELL, Willows, Cal.

To encourage by simple presentation and by the invention of ingenious methods so that the shallow mind may grasp and retain the rudiments of a common education, is the teachers' noblest work. It is a deplorable fact that teachers often make the school room a place of terror to the dull pupil because of impatience and lack of sympathy.—MRS. C. J. LAGOMARSINO, Mokelumne Hill, Cal.

IT is of prime importance that the teacher should possess good physical health and should ever be watchful to keep it thus. A sick or exhausted person cannot do his best work. A teacher's undigested cold dinner or his evening party may bring the pupil a strapping. Deliver the children from dyspeptics. It is a part of his profession to

develop good physical as well as mental organizations in himself and his pupils. Neither the mind nor the body can be developed alone without injury to the other.—DR. A. W. PLUMMER, Santa Ana, Cal.

MUCH can be done by the teacher to help the cause of education by increasing the attractiveness of the school-house and the school grounds. A few bright pictures upon the walls, though they be framed in bits of pasteboard, a colored fan here, a bit of drapery there, will go far toward leading trustees to see that a few good pictures given you would be a good investment. But remember that these bright, pretty things will not harmonize with dirty windows, rusty stoves and unswept floors.—CO. SUPT. LINSCOTT, Santa Cruz.

IN commencing the subject of reading in the primary grades, the first requisite is an inexhaustible stock of patience and a resolution to use all methods and combinations of methods—not to depend on one entirely, but to pick and choose, taking from each what seems best adapted to the capacity of the class. In mixed country schools, the stock of charts and other appliances for primary teaching is apt to be limited; and here is a large field for an inventive teacher.—M. P. DONNELEY, Plumas Co., Cal.

MUCH that appears under the name of literature is, indeed, not worth thorough handling; it may, perhaps, be "swallowed," or even "tasted," but not "digested." But, in studying masterpieces, thoroughness should be the rule. For the power of analysis (thinking) comes from the practice of analysis, and thus the goal of attention, culture is slowly, perhaps, but surely reached—namely, *ability to grasp in one act a large whole, and at the same time to give distinctness to every part of this whole.* This habit of attention once formed, the student of literature will quickly discern whether section or chapter or book is part of the "precious life-blood of a master spirit," or at best, "Words, words, mere words; no matter from the heart." —J. A. McLELLAN, LL. D.

PUBLIC education is one of the primal factors in the development and advancement of the people. The education of all, by all, for all, is the corner-stone of the Commonwealth. There is no room in this system of public education for narrowness, for intolerance, for prejudice. In its construction, the great object aimed at was to ascertain, not on how many points the people differed, but on how many points they agreed; so that, this common ground of agreement having been found, many diverse elements could be brought together, and thus the spirit of unity, which should animate every citizen, could be cultivated and developed. Upon this broad and enduring foundation the fabric of the Commonwealth is reared.—GOV. F. T. GREENE, Mass.

GENERAL DEPARTMENT

California.

Let me arise and away
To the land that guards the dying day,
Where the moonlight, poured for years untold,
Has drifted down in dust of gold,
Whose morning splendors, fallen in showers,
Leave ceaseless sunrise in the flowers.

EDWARD R. SILL.

A Plea for the Adoption of Manual Training in Reform Schools.

GEO. A. MERRILL, SAN FRANCISCO.

Existing institutions whose purpose it is to diminish crime may be classified into three groups, viz : Preventive, Reformatory, and Punitive. These adjectives are sufficiently indicative of a fundamental difference in the predominant features of these three classes of kindred institutions that has been necessitated by the differences in the age and depravity of their respective inmates, though the predominance of one of these attributes in a given institution does not imply a total absence of those features which characterize institutions of the other two classes. For instance, all so-called child-saving institutions are both preventive and reformatory (and might even include all of the two classes thus designated); prisons are reformatory as well as punitive, and reform schools are largely preventive and to some extent punitive.

While prisons (the punitive class) have received more attention than either of the other two classes, until, now, the system of handling adult prisoners has become a science, nevertheless the work of the first mentioned, or preventive institutions, has furnished more gratifying results. The second class, or the reform schools, have been the least efficient. Probably this is due, in part, to the fact just mentioned that their management, involving to some extent features that characterize preventive and punitive institutions, presents greater complications. But there is a more potent reason for the recognized facts that instead of reforming youths they too often furnish merely restraint or a mild

form of imprisonment, and are occasionally condemned as nurseries for State Prison candidates.

The chapter of failures that has been recorded against reform schools has resulted largely from the prevalence in those institutions of methods and practices which, so far from having the required reformatory tendency, operate frequently in the opposite direction. The reform school curriculum, in order to accomplish its purpose, must extend to, or impose upon, the youths subjected to it, first, a certain amount of mental discipline, and, secondly, a familiarity with some useful trade or industry. Now, it is not that this fundamental idea has not been kept in view, but the fault has existed, first, in the *kind* of mental pabulum offered and the *manner* of administering it, and, secondly, in the establishment of domestic pursuits, such as shoe-making, brush making, harness-making, and other handicrafts, all of which reached culmination several generations ago and have ever since been on the decline.

CRITICISMS OF REFORM SCHOOLS.

Some of the immediate causes of the evils that flow from these two sources are as follows :

(1) Mental instruction, when given, is entirely from books and by methods which the average boy dislikes and which from time immemorial has produced "incurrigibles."

(2) The occupation into which the boy is forced requires the use of only primitive hand tools or of some automatic device, and being a relic of past ages, lacks the spirit of the present industrial age. Hence it is of little economic importance, and exerts upon the boy an influence that is not educative, reformatory, or encouraging.

On the contrary, such antiquated occupations tend to dwarf the boy ; at any rate they prevent that expansion which is enjoyed by those engaged in more progressive pursuits. A skilled workman is more intelligent than an unskilled laborer because he has acquired a certain education out of his trade. This is true of all trades to some extent, but, least of all, of the old-time domestic pursuits.

That they lack a reformatory tendency is partially due to their routine character. The boy's work becoming monotonous and irksome, his mind wanders away to old and familiar scenes or to more desirable surroundings, in the one case recalling what he ought to be made to forget, and in the other chafing under restraint and harboring evil thoughts. The baneful influence exerted upon the mind by routine work is likely to be underestimated ; the receptive and imagin-

ive faculties of youths, being susceptible of such influences, especially when the mental condition is already one of disease and distortion, cannot be too closely guarded against this particular source of harm.

But even if the boy would, or could be made to, adhere to any one of these vocations, does it hold out to him encouraging prospects as a permanent calling? Will it ensure him means of comfort in after life? Does it promise him a social standing that will command the respect of his fellow-men? Will it bring to him a due share of whatever may be added to the common wealth by his industry or by the increased productiveness of his labor? To all of these questions the preceding considerations suggest negative or discouraging answers. In cases where the wayward boys have performed any work previous to their enrollment at the reform school, I believe that inquiry would show that in most instances their occupations have been among the above mentioned "tread-mill" pursuits, from which they were turned away by an intuitive notion of the discouraging answers that must be given to these very questions.

MEANS OF REFORM.

It is illogical to expect to reform a boy by means of things that he has already rebelled against, and in so doing, took the first step on the road that led him to the reform school. In fine, a boy who, prompted either by judgment or instinct, has the courage to take a stand against the abuses and oppression of such occupations and against the wretched methods of instruction in vogue in most schools, is not without some commendable traits.

With the inefficiency of current reform school methods and practices contrast the educative, disciplinary, and industrial value of the course of instruction pursued in manual training schools, wherein the programme of manual work is made up of all, or parts, of the following subjects:

Machine and Architectural Drawing, and incidentally practical training in Geometry.

Woodwork, including general exercises in Carpentry, Pattern-making, Stair-building, Cabinet work, etc.

Ironwork, including exercises in Forging, Molding, Machine work, etc.

Laboratory work in Physics and Chemistry, and with it thorough practice in Arithmetic and English Language.

It is known from experience that a course of this kind can be mas-

tered by boys as young as ten years of age, and that it not only educates any boy thoroughly and symmetrically and according to approved modern methods, but also, by grounding him in the elements and principles of different trades and industries, reduces to a minimum the effort required to make him an intelligent worker in any one of the most important industrial occupations.

In place of the degenerate vocation he is offered a new and inviting one. His daily work encourages the fullest expansion of his judgment, thoughtfulness and perceptive faculties; gives him confidence in himself, a feeling of independence, and an appreciation of the high value attached to reliability and trustworthiness of character; causes him to forget old and acquire new and useful habits; and brings to his notice the existence of a new and higher order of pleasures.

It is possible to dam up temporarily within the boy his inborn and acquired viciousness, but, like the river that backs up and overflows an obstruction, his natural expansion will ultimately carry him beyond any barriers that may have been placed around him by his reformatory school training and then, moving according to his own free will and natural drift, he is more likely to return to substantially the same old channel than to a remotely different one. It is far better that his thoughts and energy should be diverted into new territory whence he would be going out of his way to get back into his former ways. The farther a boy is trained away from his former habits the less likely is he to return to them, the more likely is it that the new training is a good one—in proportion as his former habits and surroundings were pernicious, and the more readily will he be reformed.

The industrial course now being used in manual training schools, can, by proper modification, be made an ideal one for reform schools. Some of the most recently established reformatory institutions possess laudable improvements, but they are not radically different from the type herein assailed, and none, so far as I have learned, is as it ought to be, essentially a thoroughly equipped modern manual training school.

A Disadvantage in Co-Education in Secondary Schools.

BY EMILY C. CLARK, LOS ANGELES HIGH SCHOOL.

The boy is not likely to be overworked in school. He has abundant distractions—football, his military company, a camera perhaps, in which he forgets his Latin failure or the perplexities of algebra.

There certainly is some danger of the girls' suffering under competition with boys, not that they are less capable intellectually, but because they are so much more conscientious, more attentive to details and more nervously anxious. The amount of admonition needed to spur the boy on and get a just share of attention for his books, fills his girl classmate with harmful dread of examination morning, the superintendent's visit, or whatever judgment day it may be. The identical tasks which, performed in the boy's way, require just enough expenditure of time and energy, overtax the painstaking girl.

Our pupils, boys and girls alike, are too much confined in close school-rooms, and bend heads and droop shoulders over desks when they should sit erect. They would use their brains far more effectively in the free air and the sunshine. Girls especially need provision of out-door amusement and exercise, for so much less of these things falls to them naturally than to their brothers.

The risk to the girl in co-educational high schools,—and it is in the high school that the danger is greatest,—may be avoided by wise watchfulness on the part of parents and teachers. The teachers should be careful that whatever incentives he uses fit the person intended, that the excitable, unwisely ambitious student is calmed, while the indifferent are urged on. When girls are growing flat-chested, or getting pale and dark-ringed under the eyes, or becoming habitual fidgetters, the warning ought to be given with no uncertain note.

The curriculum might be arranged to give the girls one study less than the boys. Instead, they usually have French, music or elocution, or all three combined, with home duties, outside of school hours, while the youth frequently is left to his own devices after his school tasks are completed.

Again, to the studious girl the world is centered in her school-room. Success or failure in a recitation is a matter of the greatest moment, her term standing a question of life or death. The girl must acquire the *sang-froid* of her companion in study before she can share his education with entire security as to her future.

California.

Sown is the golden grain, and planted the vines,
Fall swift, oh loving rain, lift prayers, oh pines.
Oh green land, oh gold land, fair land by the sea,
The trust of thy children reposes in thee.

LILLIAN H. SHUEY.



METHODS AND AIDS.

Geography in the Fourth and Fifth Grades.

EMMA MILLER, LAFAYETTE.

How I teach geography in the Fourth and Fifth grades, and how I would like to teach it, are two different subjects. I am so hampered for the want of time that the work required is rather difficult to accomplish. Sixty pupils and ten grades do not constitute the most favorable condition for truly successful work. My class recitations are limited to ten minutes. The work at first is oral and in familiar language. It is a matter of regret that I do not have more time for topical recitations, thus calling for independent efforts of the pupils.

During the presentation of new points, careful questioning will, with me, produce the best results, but these results are not available until the pupil can express in written sentences the ideas thus obtained.

I try to have my pupils understand the various land and water forms from observation of natural objects as far as possible, and when these natural objects fail, I use the blackboard or call their attention to pictures.

Nature has been very lavish of her beautiful forms on this Coast, and we surely cannot complain of the want of material to work with. These mountains reach to the seashore. We have small lowland plains and little plateaus at our very doors; winding streams that become raging torrents during the rainy season; water falls and silvery cascades in many of the cañons; Mount Diablo is ever before us, and what more beautiful sight can we ask for than is presented when the encircling rain clouds cap its summit.

The longer I use the State Elementary Geography the better it pleases me, but this alone in the hands of the pupils would be a failure. The lessons given for reading are not omitted by me, and the recitation exercises are memorized and written on the blackboards. Of course, we all keep in mind the main purpose, to give our pupils a real knowledge of the earth.

It may safely be said that all children of average intelligence have a notion of strange people and of fierce animals that live in other coun-

tries across the ocean. They save their money to buy bananas and other fruits which grow where the sun shines directly down on the earth, producing in connection with the rain winds the necessary conditions. I am using Bancroft's Object Lesson Cards and they are interesting additions to the supplementary work.

The pupils draw maps of the continents and the zones and memorize simple definitions of the land and water forms. I try to have these memory definitions accurately stated and written on the boards, and above all understood. By this method a geographical vocabulary is formed, or rather the beginning of one. Imagination is so vivid in childhood that it is easily aroused, and as we have to depend greatly on this faculty, no matter how elementary our instruction is, we need a wide range of knowledge to carry the little folks around the round ball that we live on.

Experience, a stern teacher, has taught me that if the work drags and is unsatisfactory in these grades, the trouble increases in the following grades and comes home to me with interest compounded. Many think it is useless to have pupils commit to memory names with which they have no other association than place on the map. I do not fully agree with this view. All map drill that I have been able to get out of my pupils has never to my knowledge injured intellectually a single one of them or hindered their progress in other branches. Might not the time be better employed? Yes, under certain conditions, but these conditions cannot always be controlled by a teacher of ten grades. We cannot always entertain our pupils; they must do some hard work for themselves. I try to have my pupils understand their work, yet, in spite of all that can be done, the written work is often very faulty.

An Experiment.

E. E. G., OAKLAND, CAL.

"An experiment in Education," was the title of an article in the Popular Science Monthly of more than a year and a half ago. The article gave an account of an experiment tried by a Miss Mae Chesney, of Englewood, Ill. The idea was not entirely new, for a similar trial had been made in Boston.

Miss Mae Chesney taught a primary class in the public schools. Having experienced the hum-drum of the usual methods of teaching

reading, and having in her soul the apprehension of something more real, she hit upon a new plan. She brought into her class all sorts of natural objects upon which she gave simple science lessons. She did not give these lessons in the interest of science, but simply to really have something to *talk* about. The facts and expressions acquired in these lessons were used as the bases for the reading. At first these little compositions were written upon the blackboard, afterward in script or print upon slips of paper. The eagerness and happiness of the children was a pleasure to see.

When more than half the year was gone the interest thus awakened was transferred to the reading book and the grade work was completed before the required time. The conditions under which Miss Mae Chesney had been allowed to make this experiment were that she should complete the schedule work from the book, and that it should be done at the end of the schedule time.

The work went on, other teachers caught the spirit, meetings were called, illustrative lessons given. At the beginning of the fourth year a printing press was provided, each teacher furnishing her own type, setting it, and doing her own printing.

"During this year, after four months of the new work, one division of Miss Mae Chesney's class completed the grade work in reading in three months, a thing never before done in Englewood."

She says: "In looking back over the time since we began working out this theory, I see a constant increase in the power of classes that have been led along this path."

During the third year she wrote: "At night I can hardly wait the morning, so eager am I to begin another day, and see how the children will go through the work planned for that day. * * * I started out to try what seemed a theory of doubtful utility to public school children, and found all my work and my life enlarged and beautified."

What was the principle involved? Was it utility? Some weeks ago Prof. Kleeberger gave an address before the Oakland teachers, in which he urged the doctrine of creating a necessity before giving the work. He illustrated his meaning by reference to work done in Col. Parker's school. There the children, by means of sifting, weighing and filtering a few handfuls of earth, learned something of geology, arithmetic, drawing, painting and language. Drawing, painting and language were necessary to express in lines and words their new ideas; arithmetic to calculate weight, percentage etc., geology to explain the

strata of the same which they found in the school yard. In the Englewood experiment reading was not a meaningless memorizing of words for future emergency, but a necessary store-house for real ideas.

Program for Washington's Birthday Exercises.



It is hoped that all the schools in California, and indeed, in all our great country, will have a grand patriotic celebration in honor of Washington's Birthday. We suggest the following program of exercises, adapted from an elaborate program supplied by the well-known book firm of Ginn & Co.

1. All the pupils of the school march in and take an appropriate position.
2. Singing of "America," by pupils and audience standing.
3. Salutation—an address by a pupil or the teacher.
4. Brevities concerning the life of Washington. These should be given rapidly by a number of pupils, each one rising in his place and giving clearly that which he has to say, and then being seated.
5. Recitation. Several selections may be given if the teacher wishes.
6. The Nation's Flag. Under this number there may be a flag drill, a history of our flag, or some other appropriate exercise.
7. Salute to the Flag and Declaration of Allegiance. All the pupils, standing, give the Flag the military salute—right hands lifted, palms downward, to a line with the forehead and close to it. Standing thus, all repeat together, slowly; "I pledge allegiance to my Flag and the Republic for which it stands: one Nation, indivisible, with Liberty and Justice for all."
8. Singing of the "Red, White and Blue."
9. Quotations from Lowell's "Under the Old Elm," by ten pupils. These quotations should be spoken by the pupils in succession from their places.
 1. What figure more immovably august
Than that grave strength so patient and so pure,
Calm in good fortune; when it wavered, sure.
 2. That mind serene, impenetrably just
Modelled on classic lines so simple they endure.

3. That soul so softly radiant and so white
The track it left seems less of fire than light!
4. His was the true enthusiasm that burns long,
Fed from itself and shy of human sight,
The hidden force that makes a lifetime strong,
And not the short-lived fuel of a song.
5. Soldier and statesman, rarest unison;
High poised example of great duties done!
6. Dumb for himself, unless it were to God,
But for his barefoot soldiers eloquent!
7. Modest, yet firm as Nature's self; unblamed
Save by the men his nobler temper shamed.
8. Rigid, but with himself first, grasping still
In swerveless poise the wave-beat helm of will.
9. Not honored then or now because he wooed
The popular voice; but that he still withstood.
10. Broad-minded, higher-souled, there is but one
Who was all this and ours, and all men's,—WASHINGTON.

10. **Crowning of Washington.** Washington's picture should be wreathed with evergreens and flowers. This may be carried out in an attractive and complete way by placing the picture in a proper position, then arrange a group of pupils effectively about it. A pupil representing Liberty, and several attendants bearing evergreens, flowers and a wreath, then march in from the ante-room, and take places before the picture, the school meanwhile singing "Garlands, Garlands, Bright and Fair." At the close of the singing the wreathing is given into Liberty's hands and she places it gracefully about the picture. After which, amidst waving of flags in time with the music, is sung the

11. **Closing Chorus** "Sing, Happy Hearts," or some other appropriate selection.

California.

Upon my fresh green sod
No king has walked to desolate ;
But in the valleys Freedom sits and sings,
And on the heights above :
Upon her brows are olive boughs,
And in her arms a dove.
And the great white hills are pure, undesecrate,
White with their snows untrod,
And mighty as with the presence of their God.

INA D. COOLBRITH.



NORMAL DEPARTMENT.

San Jose Normal School.

LEROY E. ARMSTRONG,	Editor-in-Chief
KATHRINE BIRDSELL,	Associate Editor
F. GENEVIEVE SAVAGE,	Business Manager

The semi-annual election of JOURNAL officers occurred last week. Every position was warmly contested for, proving the interest the students take in the JOURNAL. The successful candidates were: Editor-in-chief, Leroy E. Armstrong; associate editor, Kathrine Birdsall; business manager, F. Genevieve Savage. The staff is backed by the pupils' willingness to help, so it enters upon its work hopefully.

Miss Eva Joseph, ex-editor-in-chief, is now a member of the Faculty—a natural and pleasant rise.

We have been having quite a number of lectures recently. On Dec. 8th, Prof. Jordan gave us his "Evolution of Fishes." The lecture proved instructive and pleasant. Fish, we believe, would be a hard subject for most men to make interesting, but the Professor handled his subject with his usual admirable style. That we are the result of various phases of development of our real progenitor, the fish, is a new thought to many of us.

December 15th, Prof. Jordan again took up the subject of evolution. His theme this time was "The Present Battle-Grounds of Evolution." His discussion of the subject was very entertaining. If we were not quite satisfied with all his conclusions, it was not because his arguments were not ably scientific. We Normalites appreciate our privilege of hearing Prof. Jordan, and we only wish that we had more opportunities to derive the benefits and pleasure that his lectures afford.

Prof. Schaberle, of Lick Observatory, who had charge of the Lick Observatory Expedition to South America, lectured to a fair-sized

audience Wednesday evening, January 17th. The Professor's stereopticon views of South American cities and life were good, and the views of the corona excellent. In fact, they are the best views in the world at present. They were photographed through a 40-foot telescope made especially for the purpose. Prof. Schaberle explained his own theory of the sun's corona, and the views that he secured of the corona during the total eclipse certainly bear out his line of argument. The lecture was profitable not only astronomically but geographically.

Our school paper, the *Telescope*, is branching out into broader fields. It is the aim of the editors to make the paper a wide-awake journal. A scientific department has been added; the professional department contains valuable material, the school news and alumni notes come out in the brightest form, and altogether the *Telescope* is instructive and entertaining.

Methods and Devices.

(Continued from January Journal.)

Device for using the Modifying Imagination in connection with script reading and language, last part of second year:

Have before the class a doll dressed to represent as nearly as possible an Esquimau. Then, telling the class to make believe that the doll was a real little girl and could talk, the teacher should say, "This little girl is a stranger here. She says she is sure that all you children are anxious to know something about her; therefore she will not think you impolite if you ask her a few questions."

The class should then be allowed to question freely; but since the dolly cannot talk, the teacher must make believe that the little girl is too bashful to speak very loudly. The teacher can listen closely to what she says, and write the answers on the board in plain, neat script. Then call on individual pupils to read the answer.

Although many unheard of questions would be asked, the following useful ones would probably be among the list: Where do you live? What is your name? Why do you wear such thick clothes? How long will you stay? Why don't you stay all summer? Good-bye, little Esquimau!

The teacher would make the answers somewhat like the following:
I live far away in the north.

I am a little Esquimau.
My dress is made of fur.
It is very cold where I live.
I am going home in spring.
It is too warm here in summer; I should die.
Good-bye, little boys and girls!

By a little ingenuity on the teacher's part this could be made a valuable geography lesson. A Chinese doll, etc., could be used.

GUSSIE HORSTMAN, Sen. B.

CALISTHENICS.

A pretty device for cultivating the modifying imagination may be used as a gentle and graceful physical exercise, through which the points of compass may be taught incidentally.

Class may stand. All make believe that you are young fruit-trees. What kind of tree are you, Mary?

"I am an apple-tree."

And you, Jo.?

"I am a pear tree."

If the class is a small one, each pupil should be allowed to name himself.

Fruit-trees are very straight, remember.

This is my orchard, these are my little fruit-trees, and I am going to make them grow to be very healthy and beautiful. To do this, I shall cultivate them and take good care to keep them as straight as they are now.

Face toward the north, the south, the east, the west. If none in the class know the four directions, I should point toward them at first, and drill upon them in the way following:

A wind is blowing from the north, and bending my little trees. Show me how they bend. (Children all bend their bodies slowly toward the south.)

Now a wind from the south is blowing and again my trees are bending. Show me which way.

The wind has changed and is blowing from the east, and again is blowing from the west.

A wind from the north is called a northern wind, from the south a southern, from the east an eastern, and from the west a western wind.

Lift your arms for the branches. A very gentle northern wind is blowing, and the little branches are moving. Show me which way

they move. A kind, gentle, southern wind has moved these limbs back to place, but an eastern wind would not let them remain at rest, so they moved again until the gentle western wind brought them to their places.

This device may be used in the first three grades.

LILIAN E. SHIRLEY, Senior B.

Los Angeles Department.

MISS BELL E. COOPER, - MR. ROY J. YOUNG, MR. JOSEPH E. BRAND, Editor-in-Chief
MR. ROY J. YOUNG,
MISS ORABEL CHILTON, MISS MARY E. HALL, } Assistants
MISS HELEN VINYARD,

NEWS.

If the continual ring of trowel and hammer about the new building is any criterion, our Normal School must be "rapidly broadening out and building up."

The first number of the *Normal Exponent*, recently issued, is both editorially and typographically a credit to our school. It is a sixteen-page magazine, containing essays, poems, editorials, news items and a promising professional department. Students, Faculty, alumni, county superintendents and exchanges unite in words of praise and encouragement.

The Juniors are now busily engaged in making putty relief maps of Eurasia and North America, and much success as well as interest surrounds their efforts. Modeling is receiving much more attention now than at any previous time in the history of the school.

At the close of the Christmas term, the students for the first time received their standings in letters instead of in per cents. In making this change, the Faculty has only acted in accordance with its belief in the superiority of this system, which is rapidly gaining in popularity. It is needless to say that this return to their A, B, C's has been an absorbing topic of conversation among the pupils for some time.

SLOYD.

In this progressive age of educational advancement, manual training is one of the subjects that has aroused wide-spread interest, and especially during the last decade has this branch of education been discussed by all sorts and conditions of men. Various methods of in-

struction have been advocated, but few have met with greater favor than that known as the Sloyd.

On the afternoon of Friday, January 12th, the school listened to an interesting lecture on this system, delivered by Prof. Gustav Larson, Principal of the Sloyd Training School of Boston, and the students, as well as the faculty and many visiting teachers, manifested great interest in his instructive talk.

He explained that training of the hand is also training of the mind; and that, recognizing this truth, the Sloyd system sets the pupils to working in wood in order to develop his mental powers. To adjust himself to the work in hand, to select the proper wood, and the most suitable tools, and to do the work in the best way, all require the fullest exercise of the child's judgment. The outline of every model is artistically proportioned, thus developing in the child an appreciation of the beautiful. Every object made must reproduce the model to the smallest fraction of an inch; this, it is claimed, leads from exactness in the tangible to exactness in thought. No putty, glue or paint can be used to cover defects in workmanship, and inside and outside, seen and unseen, must be finished with equal carefulness, a requirement which continually fosters the strictest honesty of character. The child should understand the use of the article he is making; it is rather tiresome for him to make a number of holes in a block of wood, but if told that he is making a tool-holder, his interest is quickly awakened.

Prof. Larson advocates Sloyd work, not as special training, but as a regular part of the course of study in our public schools. Wherever it has been tried, its results have been markedly successful, pupils invariably doing better in the other studies on account of the relaxation afforded by this manual training. The speaker illustrated his valuable lecture by means of models in all stages of construction, and in closing, he said that much regarding the system could be learned by a visit to the Sloyd school at Santa Barbara.

When our new building is completed, we hope to have a room devoted to manual training, and Sloyd bids fair to become a favorite with us all.

CHEMICAL NOTES.

The Senior Class has commenced the study of Chemistry, and the laboratory now presents an artistic appearance when pupils, arrayed in their various colored aprons, are stationed at their several tables.

The styles of attire for chemical work are legion, and if any "belle of the school-room" desires a pattern, the above mentioned seniors can let her have anything from a plain blue jean, tidily belted at the waist and fastened with plain, white buttons, to a dainty, be-frilled gingham with long tabs, coquettishly tied behind, and to be worn with silver stick-pins at the neck.

It is highly amusing to watch the different faces during this first work. Serious, thoughtful pupils go calmly to work, while merry, talkative ones are afraid even of the Bunsen burners. However, Mrs. English, our painstaking instructor, will soon have all initiated, and good results are sure to follow.

Chico Normal School.

The course of lectures given before the Normal pupils has thus far been very interesting. We have heard ex-President Horace Davis speak on "the Classic and Romantic in Literature," George Cable on "Creole Days," Joaquin Miller on "Student-life at Heidelberg and Oxford," Prof. Elmer E. Brown on "Three Great Teachers," and Mrs. Harland on the "World's Fair.

We are to hear, before the close of the school year, Pres. Kellogg, Pres. Jordan, Bishop Nichols, Prof. Gayley, Gen. W. H. Barnes, John P. Irish and the Boston Mendelsohn Quintette Club. This is a goodly array of talent and the school is especially fortunate in obtaining their services.

The next term, which will soon open, promises to begin with a large addition to our numbers.

Much interest is shown in our physiology classes. Prof. Wilson is a most earnest student himself, and we all are inspired by his example. The discussions in the recitations are lively and full of thought. The class is now wrestling with the theories of the materialists and dualists.

Recently we began a series of recitations from the rostrum of Selections from Emerson. Principal Pennell gave us a talk about the philosopher as he knew him when in college, thus bringing home to us more vividly the man as he appeared to him.

Similar recitations will be given from Longfellow, Lowell, Matthew Arnold and other authors.

The course in biology, under Prof. Seymour, is very popular.

struction have been advocated, but few have met with greater favor than that known as the Sloyd.

On the afternoon of Friday, January 12th, the school listened to an interesting lecture on this system, delivered by Prof. Gustav Larson, Principal of the Sloyd Training School of Boston, and the students, as well as the faculty and many visiting teachers, manifested great interest in his instructive talk.

He explained that training of the hand is also training of the mind; and that, recognizing this truth, the Sloyd system sets the pupils to working in wood in order to develop his mental powers. To adjust himself to the work in hand, to select the proper wood, and the most suitable tools, and to do the work in the best way, all require the fullest exercise of the child's judgment. The outline of every model is artistically proportioned, thus developing in the child an appreciation of the beautiful. Every object made must reproduce the model to the smallest fraction of an inch; this, it is claimed, leads from exactness in the tangible to exactness in thought. No putty, glue or paint can be used to cover defects in workmanship, and inside and outside, seen and unseen, must be finished with equal carefulness, a requirement which continually fosters the strictest honesty of character. The child should understand the use of the article he is making; it is rather tiresome for him to make a number of holes in a block of wood, but if told that he is making a tool-holder, his interest is quickly awakened.

Prof. Larson advocates Sloyd work, not as special training, but as a regular part of the course of study in our public schools. Wherever it has been tried, its results have been markedly successful, pupils invariably doing better in the other studies on account of the relaxation afforded by this manual training. The speaker illustrated his valuable lecture by means of models in all stages of construction, and in closing, he said that much regarding the system could be learned by a visit to the Sloyd school at Santa Barbara.

When our new building is completed, we hope to have a room devoted to manual training, and Sloyd bids fair to become a favorite with us all.

CHEMICAL NOTES.

The Senior Class has commenced the study of Chemistry, and the laboratory now presents an artistic appearance when pupils, arrayed in their various colored aprons, are stationed at their several tables.



SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

The Discipline of the School.

EXCERPT FROM PAPER READ BY F. L. MANASSE AT HUMBOLDT CO.
INSTITUTE, NOV., 1893.

* * * We know of no better way of guiding the young teacher's scholastic craft clear of the many breakers which occur at some period of the teacher's school life than by citing a few methods which we think will aid him materially. The teacher's will must be supreme. This is the *first* law of good discipline. This is the very germ and only foundation of good government. School discipline is a government, not of persuasion, not of reasons assigned, not the will of a majority, but of one master. From this decision there may be an appeal, but disobedience *never*.

All school laws must be based upon authority. This is the *second* law of good discipline. Before making any laws we should have authority for the same. It must be distinctly understood that persuasion must never take the place of authority in school management. When, however, the *right* to maintain authority is not questioned by the pupil or after he has been subdued to obedience, *then*, and not till then, may we invite, persuade, win.

Obedience is not a voluntary compliance with a request, but a hearty response to acknowledged authority, an implicit yielding to a command. Such obedience, prompt and unreserved, is the duty of every pupil. Kindness cannot supply the place of authority. Insubordination to authority is a characteristic of the present day, and can we doubt that this has arisen from the loss of authority in the family and in the school? Parents and teachers have abandoned the principles of government established by our fathers. They no longer *enforce* obedience, but attempt to *buy* it by a promised reward. So prizes or other sugar-plums are offered as a condition of submission, and mark the effect of discipline upon the child! Who conquers in this instance? The pupil and not the master. He soon learns that disobedience is the best currency at his command to purchase the desired favor, hence his stubbornness becomes more persistent, and his impudence more intol-

erable, as he desires the greater reward. Insubordination becomes a habit, and he soon loses all respect for authority, and those who exercise it over him, and grows up in reckless disregard of the laws under which he lives. We have had illustrations of this fact in the history of the family, school or nation during the past few years. School discipline has its power and influence while yet unbroken, and when no penalties appear. Indeed, the very object of school law is to prevent, and not to punish. The necessity of punishment as often results from the absence of rigid authority as from any other cause, and I assume it as an axiom that, so far as the conduct of the pupil can affect the welfare of the school, he should be subject at all times to the control of the teacher.

The *third* law of good discipline is industry. Both the teacher and the pupil must work. Indolence in him begets idleness in them. Life, energy and industry manifested by him will be at once reproduced in them. The teacher must work to fit himself for his high calling and to elevate his profession. He must work for his school, to interest and benefit his patrons, to rouse and inspire his pupils, and to prepare himself for his daily teaching. The good teacher succeeds in making his pupils work, not only by direct effort, but also through the influence of a well-disciplined school. With pupils of common physical and mental ability, it is not often necessary to enforce industry. It is the teacher's business rather to direct and control this activity, in a systematic process of self-culture and development.

The *fourth* law of good discipline, and a powerful and moulding and controlling power in the school-room is public opinion. This should be created and directed by the teacher, else he is powerless. He should create a favorable opinion of himself and thus gain the confidence and respect of his patrons and his pupils. To do this, however, he should not attempt to gratify all their wishes. The reckless are always the first to find fault with loose discipline. If teachers would be respected in their office they will govern with firmness and rigor, and yet always act with kindness, magnanimity and justice. Public opinion must be employed to secure good order, control recklessness, subdue rebellion, and crush out the evil tendency of bad habits. Whatever is right and necessary and proper to make a good school should be made popular. Whatever is wrong and of evil tendency should be made unpopular. This with a due amount of skill-tact, patience, and perseverance can be done. How can we keep our pupils from cutting our school-houses, neighbors' fences, etc.? How

can we keep school and other property free from the knife, the pencil and the crayon? The answer is: "By piling on motives." By the power of public opinion.

Kindness is the *fifth* law of good discipline. By kindness as exemplified in the life of teachers, I mean their uniform good will, earnest sympathy, and hearty generosity habitually exercised towards pupils. When kindness once has possession of the human heart it is all-pervading and overpowering, and especially if brought to bear upon sympathetic childhood and youth. If teachers show pupils by their personal attention and kindness that they are their true friends, and that all their efforts are designed to secure his best good, and make pupils believe it, they hold them as if by enchantment, and have no further need of physical force. But this kindness which is an essential element of every true system of government, is not, and cannot be, a substitute for authority, or an obstacle to severity, when the good of the individual or the school demands it. The teacher should cherish abiding love for his pupils, and that love is never more truly exemplified than in inflicting necessary pain in the management of our public affairs. Of the teacher's heart, Shakspeare could not say: "It is too full of the milk of human kindness," if only he has enough of authority, firmness and executive will.

Have as few rules or laws as possible is the *sixth* law of good discipline. Make your list as long as you will you cannot cover every case that may arise. Pupils will infer, and logically, too, that whatever they do they have committed no offense if they have broken no rule. Again the enunciation of the rule often suggests the thing forbidden to the child's mind, which may be illustrated by the following incident: "A careful mother about to leave home, and having a peck of beans in the house, it occurred to her over-careful soul that her children might be tempted to put them in their noses during her absence. So she left them with the following emphatic admonition, enforced by an ominous shake of the finger, 'Now, children, be careful while I am gone, and don't put any of those beans in your noses;' and as the result, on her return she found their noses full of beans."

Human nature craves for what is forbidden, and as an illustration we refer you to our first mother in the garden of Eden. Pupils will violate the spirit of a rule when they keep its letter. If whispering be forbidden, writing on the slate may follow; and if this be forbidden, recourse is had to the deaf and dumb alphabet, and other devices peculiar to the intuitive ingenuity of the pupils of to-day. Every rule ties

erable, as he desires the greater reward. Insubordination becomes a habit, and he soon loses all respect for authority, and those who exercise it over him, and grows up in reckless disregard of the laws under which he lives. We have had illustrations of this fact in the history of the family, school or nation during the past few years. School discipline has its power and influence while yet unbroken, and when no penalties appear. Indeed, the very object of school law is to prevent, and not to punish. The necessity of punishment as often results from the absence of rigid authority as from any other cause, and I assume it as an axiom that, so far as the conduct of the pupil can affect the welfare of the school, he should be subject at all times to the control of the teacher.

The *third* law of good discipline is industry. Both the teacher and the pupil must work. Indolence in him begets idleness in them. Life, energy and industry manifested by him will be at once reproduced in them. The teacher must work to fit himself for his high calling and to elevate his profession. He must work for his school, to interest and benefit his patrons, to rouse and inspire his pupils, and to prepare himself for his daily teaching. The good teacher succeeds in making his pupils work, not only by direct effort, but also through the influence of a well-disciplined school. With pupils of common physical and mental ability, it is not often necessary to enforce industry. It is the teacher's business rather to direct and control this activity, in a systematic process of self-culture and development.

The *fourth* law of good discipline, and a powerful and moulding and controlling power in the school-room is public opinion. This should be created and directed by the teacher, else he is powerless. He should create a favorable opinion of himself and thus gain the confidence and respect of his patrons and his pupils. To do this, however, he should not attempt to gratify all their wishes. The reckless are always the first to find fault with loose discipline. If teachers would be respected in their office they will govern with firmness and rigor, and yet always act with kindness, magnanimity and justice. Public opinion must be employed to secure good order, control recklessness, subdue rebellion, and crush out the evil tendency of bad habits. Whatever is right and necessary and proper to make a good school should be made popular. Whatever is wrong and of evil tendency should be made unpopular. This with a due amount of skill-tact, patience, and perseverance can be done. How can we keep our pupils from cutting our school-houses, neighbors' fences, etc.? How

remedy will cure, and that must be administered promptly. Now, shall the powerful medicine be given at once, or as a last resort after mild remedies have failed. Give the "calomel" at once, and the patient recovers. "Spare the rod and spoil the child," under such circumstances. Much has been said and written upon corporal punishment and moral suasion, but their appropriate use in school discipline is seldom understood, it seems to me. Moral suasion is not the proper remedy for bold and defiant violations of law, if we mean by that term the persuading of the culprit to return to obedience or the purchase of his allegiance by a promised reward. Rebellion should be met by stunning, crushing blows, such as will vindicate and re-establish authority and deter others from committing the same crime. Mildness is cruelty under such circumstances. All such cases demand instant and determined action.

The time for conciliation is after the rebels are subjugated, and the authority of the government is restored. Moral influence and kindness should attend every act of severity; never let the sun go down upon the wrath of a chastised pupil. See him alone. Bring to bear upon him every moral power, treat him now with kindness and confidence, and thus restore him to duty and to favor. Without the rod moral suasion might have been powerless, or if successful, what was gained by persuasion was lost to authority. It must never be doubted that the teacher has supreme control over his little kingdom. The system here recommended does not offer an angry word or blow for every offense, real or fancied. Those who adopt it will punish the least. When severe punishment becomes necessary, the pupil is made to believe that a sense of duty, and not of passion, nerves the arm to strike the blow. He is made to understand that it is the teacher's duty to command, the pupil's duty to obey. Practically, the system of government based upon authority has alone been successful; every system that has abandoned the right or lost the power to punish has proved a failure.

Last but not least of the requisites necessary to secure good discipline is that teachers receive a fair remuneration for services rendered. Low salary means poor teacher, and poor teacher means poor discipline.
M. * * *

A school superintendent should be a student of human nature and of child nature. He must be willing to learn as well as to teach. He should be a constant reader. He should be familiar not only with good literature, but with the ever-increasing literature of the present.

CITY Supt. T. L. HEATON, Fresno.

Some Changes in Superintendency.

[A Paper read before the Department of Supervision of the State Teachers' Association, by Frederic L. Burk of Santa Rosa.]

If the world has undergone or is undergoing some radical changes in the matter of scientific, religious and social conceptions, and in the methods of establishing them, as few will dispute, then certainly a new system of education, both in matter and method, must be pounding at our school doors. This need not and does not mean that the new is inimical or controversial of the old. No one can deny that the old education has attended to the work of its generation surprisingly well.

Under past notions of school education, superintendency was a matter of extreme simplicity. All that any one who wanted to know all about the subject had to do was to ask the trustees, or turn to the school law, for there the whole matter was treated so clearly that a man would be a fool to ask questions about it. But in these latter days if we want to know anything about superintendency, or in fact any point of education, it would seem that we must study pedagogy and psychology and a lot of other "ologies," about which only preachers formerly knew anything, in order to get the kinks in our common understanding of what has always been considered the simplest of matters.

The superintending officer of the past generation was a simple-hearted old gentleman; what he knew, he knew, and he knew everything. He did not take much stock in this study of pedagogy and such stuff. He knew all that without studying. Such things came naturally to him. In his off hours—those hours when he was not engaged in watering the lawn or tending the baby—he had taught school, and there was nothing about schools which you might ask him that he could not answer definitely before the words were fairly out of your mouth.

The modern type is yet an embryo, but he is a precocious youngster and has already done considerable writing for the journals, from which it would appear that he is a dapper young man fresh from half a dozen or more universities, a European traveller and one who has the philosophy of education from Aquinas to Zeno on the tip of his tongue. More than likely he carries in his vest pocket a chunk of the identical school-house Pestalozzi built. His distinguishing feature is the sublimely aggravating totality of his ignorance on all school

they move. A kind, gentle, southern wind has moved these limbs back to place, but an eastern wind would not let them remain at rest, so they moved again until the gentle western wind brought them to their places.

This device may be used in the first three grades.

LILIAN E. SHIRLEY, Senior B.

Los Angeles Department.

MISS BELL E. COOPER, - MR. ROY J. YOUNG, MR. JOSEPH E. BRAND, Miss ORABEL CHILTON, Miss MARY E. HALL, } Editor-in-Chief
MISS HELEN VINYARD, } Assistants }

NEWS.

If the continual ring of trowel and hammer about the new building is any criterion, our Normal School must be "rapidly broadening out and building up."

The first number of the *Normal Exponent*, recently issued, is both editorially and typographically a credit to our school. It is a sixteen-page magazine, containing essays, poems, editorials, news items and a promising professional department. Students, Faculty, alumni, county superintendents and exchanges unite in words of praise and encouragement.

The Juniors are now busily engaged in making putty relief maps of Eurasia and North America, and much success as well as interest surrounds their efforts. Modeling is receiving much more attention now than at any previous time in the history of the school.

At the close of the Christmas term, the students for the first time received their standings in letters instead of in per cents. In making this change, the Faculty has only acted in accordance with its belief in the superiority of this system, which is rapidly gaining in popularity. It is needless to say that this return to their A, B, C's has been an absorbing topic of conversation among the pupils for some time.

SLOYD.

In this progressive age of educational advancement, manual training is one of the subjects that has aroused wide-spread interest, and especially during the last decade has this branch of education been discussed by all sorts and conditions of men. Various methods of in-

struction have been advocated, but few have met with greater favor than that known as the Sloyd.

On the afternoon of Friday, January 12th, the school listened to an interesting lecture on this system, delivered by Prof. Gustav Larson, Principal of the Sloyd Training School of Boston, and the students, as well as the faculty and many visiting teachers, manifested great interest in his instructive talk.

He explained that training of the hand is also training of the mind; and that, recognizing this truth, the Sloyd system sets the pupils to working in wood in order to develop his mental powers. To adjust himself to the work in hand, to select the proper wood, and the most suitable tools, and to do the work in the best way, all require the fullest exercise of the child's judgment. The outline of every model is artistically proportioned, thus developing in the child an appreciation of the beautiful. Every object made must reproduce the model to the smallest fraction of an inch; this, it is claimed, leads from exactness in the tangible to exactness in thought. No putty, glue or paint can be used to cover defects in workmanship, and inside and outside, seen and unseen, must be finished with equal carefulness, a requirement which continually fosters the strictest honesty of character. The child should understand the use of the article he is making; it is rather tiresome for him to make a number of holes in a block of wood, but if told that he is making a tool-holder, his interest is quickly awakened.

Prof. Larson advocates Sloyd work, not as special training, but as a regular part of the course of study in our public schools. Wherever it has been tried, its results have been markedly successful, pupils invariably doing better in the other studies on account of the relaxation afforded by this manual training. The speaker illustrated his valuable lecture by means of models in all stages of construction, and in closing, he said that much regarding the system could be learned by a visit to the Sloyd school at Santa Barbara.

When our new building is completed, we hope to have a room devoted to manual training, and Sloyd bids fair to become a favorite with us all.

CHEMICAL NOTES.

The Senior Class has commenced the study of Chemistry, and the laboratory now presents an artistic appearance when pupils, arrayed in their various colored aprons, are stationed at their several tables.

The styles of attire for chemical work are legion, and if any "babe of the school-room" desires a pattern, the above mentioned semi-can let her have anything from a plain blue jean, tidily belted at waist and fastened with plain, white buttons, to a dainty, be-fringed gingham with long tabs, coquettishly tied behind, and to be worn with silver stick-pins at the neck.

It is highly amusing to watch the different faces during this first work. Serious, thoughtful pupils go calmly to work, while more talkative ones are afraid even of the Bunsen burners. However, Mr. English, our painstaking instructor, will soon have all initiated, and good results are sure to follow.

Chico Normal School.

The course of lectures given before the Normal pupils has thus far been very interesting. We have heard ex-President Horace Day speak on "the Classic and Romantic in Literature," George Cable on "Creole Days," Joaquin Miller on "Student-life at Heidelberg and Oxford," Prof. Elmer E. Brown on "Three Great Teachers," and Mrs. Harland on the "World's Fair."

We are to hear, before the close of the school year, Pres. Kelloe, Pres. Jordan, Bishop Nichols, Prof. Gayley, Gen. W. H. Barnes, J. P. Irish and the Boston Mendelsohn Quintette Club. This is a good array of talent and the school is especially fortunate in obtaining these services.

The next term, which will soon open, promises to begin with a large addition to our numbers.

Much interest is shown in our physiology classes. Prof. Wilson is a most earnest student himself, and we all are inspired by his example. The discussions in the recitations are lively and full of thought. The class is now wrestling with the theories of the materialists and dualists.

Recently we began a series of recitations from the rostrum of Emerson. Principal Pennell gave us a talk about Emerson as he knew him when in college, thus bringing home more vividly the man as he appeared to him.

Similar recitations will be given from Longfellow, Lowell, Newell, Arnold and other authors.

The course in biology, under Prof. Seymour, is very popular.

The Professor can often be seen surrounded by a bevy of girls, who are endeavoring to solve all kinds of biological puzzles.

More attention has been given this year to music than heretofore, resulting in a marked improvement in this department.

Our morning exercises are made more enjoyable by the excellent rendering of the chants and choruses. We have general chorus practice twice a week, besides our regular class work. Our Principal has shown great interest in the music, and his presence gives zest to our practice.

The all-absorbing question with us just now is—Shall we be promoted? We shall know soon.

LISTENER.

The Pioneers.

As I sit alone in my chamber, this last of the dying year,
Dim shades of the past surround me, and faint through the storm I hear
Old tales of the castles builded under shelving rock and pine,
Of the bearded men and stalwart I greeted in "forty-nine,"
The giants with hopes audacious, the giants of iron limb,
The giants who felled the forests when the trails were new and dim;

Who swept down the mountain gorges, and painted their endless night
With their cabins rudely fashioned, and their camp-fires' ruddy light;
Who builded the great town and cities, who swung back the Golden Gate,
And hewed from the mighty ashlar the form of a sovereign State;
Who came like the flood of waters to a thirsty desert plain,
And where there had been no reapers, grew valleys of golden grain.

ROLLIN P. DAGGETT.

"To the Builders of the West."

Bar closely the curtained windows,
Shut the sunlight out from every pane,
While, free from the world's intrusion,
And from curious eyes profane,
I take from its leathern casket
A dinted old cup of tin—
More precious than shining silver—
And blessing the draught within,
I drink alone in the silence
To the Builders of the West:
"Long life to the hearts still beating,
And peace to the hearts at rest."

ROLLIN P. DAGGETT.

SUPERINTENDENTS, BOARDS OF EDUCATION, AND TRUSTEES.

The Discipline of the School.

EXCERPT FROM PAPER READ BY F. L. MANASSE AT HUMBOLDT CO INSTITUTE, NOV., 1893.

* * * We know of no better way of guiding the young teacher's scholastic craft clear of the many breakers which occur at some period of the teacher's school life than by citing a few methods which we think will aid him materially. The teacher's will must be supreme. This is the *first* law of good discipline. This is the very germ and only foundation of good government. School discipline is a government, not of persuasion, not of reasons assigned, not the will of a majority, but of one master. From this decision there may be an appeal but disobedience *never*.

All school laws must be based upon authority. This is the *second* law of good discipline. Before making any laws we should have authority for the same. It must be distinctly understood that persuasion must never take the place of authority in school management. When however, the *right* to maintain authority is not questioned by the pupil or after he has been subdued to obedience, *then*, and not till then, may we invite, persuade, win.

Obedience is not a voluntary compliance with a request, but hearty response to acknowledged authority, an implicit yielding to command. Such obedience, prompt and unreserved, is the duty of every pupil. Kindness cannot supply the place of authority. Insubordination to authority is a characteristic of the present day, and can we doubt that this has arisen from the loss of authority in the family and in the school? Parents and teachers have abandoned the principles of government established by our fathers. They no longer enforce obedience, but attempt to *buy* it by a promised reward. So prizes or other sugar-plums are offered as a condition of submission, and make the effect of discipline upon the child! Who conquers in this instance? The pupil and not the master. He soon learns that disobedience is the best currency at his command to purchase the desired favor, hence his stubbornness becomes more persistent, and his impudence more int-

erable, as he desires the greater reward. Insubordination becomes a habit, and he soon loses all respect for authority, and those who exercise it over him, and grows up in reckless disregard of the laws under which he lives. We have had illustrations of this fact in the history of the family, school or nation during the past few years. School discipline has its power and influence while yet unbroken, and when no penalties appear. Indeed, the very object of school law is to prevent, and not to punish. The necessity of punishment as often results from the absence of rigid authority as from any other cause, and I assume it as an axiom that, so far as the conduct of the pupil can affect the welfare of the school, he should be subject at all times to the control of the teacher.

The *third* law of good discipline is industry. Both the teacher and the pupil must work. Indolence in him begets idleness in them. Life, energy and industry manifested by him will be at once reproduced in them. The teacher must work to fit himself for his high calling and to elevate his profession. He must work for his school, to interest and benefit his patrons, to rouse and inspire his pupils, and to prepare himself for his daily teaching. The good teacher succeeds in making his pupils work, not only by direct effort, but also through the influence of a well-disciplined school. With pupils of common physical and mental ability, it is not often necessary to enforce industry. It is the teacher's business rather to direct and control this activity, in a systematic process of self-culture and development.

The *fourth* law of good discipline, and a powerful and moulding and controlling power in the school-room is public opinion. This should be created and directed by the teacher, else he is powerless. He should create a favorable opinion of himself and thus gain the confidence and respect of his patrons and his pupils. To do this, however, he should not attempt to gratify all their wishes. The reckless are always the first to find fault with loose discipline. If teachers would be respected in their office they will govern with firmness and rigor, and yet always act with kindness, magnanimity and justice. Public opinion must be employed to secure good order, control recklessness, subdue rebellion, and crush out the evil tendency of bad habits. Whatever is right and necessary and proper to make a good school should be made popular. Whatever is wrong and of evil tendency should be made unpopular. This with a due amount of skill-tact, patience, and perseverance can be done. How can we keep our pupils from cutting our school-houses, neighbors' fences, etc.? How

can we keep school and other property free from the knife, the pencil and the crayon? The answer is: "By piling on motives." By the power of public opinion.

Kindness is the *fifth* law of good discipline. By kindness as exemplified in the life of teachers, I mean their uniform good will, earnest sympathy, and hearty generosity habitually exercised towards pupils. When kindness once has possession of the human heart it is all-pervading and overpowering, and especially if brought to bear upon sympathetic childhood and youth. If teachers show pupils by their personal attention and kindness that they are their true friends, and that all their efforts are designed to secure his best good, and make pupils believe it, they hold them as if by enchantment, and have no further need of physical force. But this kindness which is an essential element of every true system of government, is not, and cannot be, a substitute for authority, or an obstacle to severity, when the good of the individual or the school demands it. The teacher should cherish abiding love for his pupils, and that love is never more truly exemplified than in inflicting necessary pain in the management of our public affairs. Of the teacher's heart, Shakspeare could not say: "It is too full of the milk of human kindness," if only he has enough of authority, firmness and executive will.

Have as few rules or laws as possible is the *sixth* law of good discipline. Make your list as long as you will you cannot cover every case that may arise. Pupils will infer, and logically, too, that whatever they do they have committed no offense if they have broken no rule. Again the enunciation of the rule often suggests the thing forbidden to the child's mind, which may be illustrated by the following incident: "A careful mother about to leave home, and having a peck of beans in the house, it occurred to her over-careful soul that her children might be tempted to put them in their noses during her absence. So she left them with the following emphatic admonition, enforced by an ominous shake of the finger, 'Now, children, be careful while I am gone, and don't put any of those beans in your noses;' and as the result, on her return she found their noses full of beans."

Human nature craves for what is forbidden, and as an illustration we refer you to our first mother in the garden of Eden. Pupils will violate the spirit of a rule when they keep its letter. If whispering be forbidden, writing on the slate may follow; and if this be forbidden, recourse is had to the deaf and dumb alphabet, and other devices peculiar to the intuitive ingenuity of the pupils of to-day. Every rule ties

the teacher's hands. If he makes a law he must see it enforced. If he has a fixed penalty for an offense, he is not at liberty to vary it, and he finds his rules and his laws as an obstacle in the way of his dealing freely with each misdemeanor, as the circumstances or the peculiarities of the case may demand, and this brings me to consider the discipline of punishment. We have spoken of the power of systems of law and of kindness in their silent but effective influence upon pupils. We have spoken of the methods and the means of preventing evil.

We come now to the penalties to be inflicted when crime has been committed. Wholesome laws will be violated under every system of school management. The question is, shall the discipline of the school be positive and efficient? If so, the teacher must have the right, power and disposition to inflict punishment when necessary. If this right be denied, or this power withheld, the discipline of the school is at the mercy of circumstances, and it cannot be sustained. In the dispensation of penalties, professional knowledge and wise discrimination are requisite. The circumstances connected with the offense must be carefully studied, and a distinction always made between willful and unintentional wrong. The isolated act of transgression does not indicate the degree of guilt incurred nor the kind of punishment to be inflicted; the presence or absence of palliating circumstances, the motives which generated the act, the present views and feelings of the offending pupil, must all be taken into consideration. Never threaten specific punishment for anticipated offenses. No two cases of transgression will be exactly alike, and hence the kind and degree of punishment should be varied as the case demands. The good disciplinarian need seldom resort to severe punishment, yet he should never relinquish his right to punish as circumstances require; nor does he regard severity when necessary as an evil to be deplored. It is indeed a sore evil that mortification has so endangered the life of a patient that amputation is necessary, but how fortunate it is that you have at hand surgical skill and suitable instruments to perform the operation. Solomon's rod which restores the patient to obedience and to duty is a blessing whose influence will be felt and acknowledged as long as the offender lives.

Severe punishment is not to be regarded as the last resort. When it may be inflicted at all, it is the first resort and the true remedy. Allow me to illustrate. A skillful physician is called to prescribe for a patient sick almost to death. He sees at a glance that only one

remedy will cure, and that must be administered promptly. Now, shall the powerful medicine be given at once, or as a last resort after mild remedies have failed. Give the "calomel" at once, and the patient recovers. "Spare the rod and spoil the child," under such circumstances. Much has been said and written upon corporal punishment and moral suasion, but their appropriate use in school discipline is seldom understood, it seems to me. Moral suasion is not the proper remedy for bold and defiant violations of law, if we mean by that term the persuading of the culprit to return to obedience or the purchase of his allegiance by a promised reward. Rebellion should be met by stunning, crushing blows, such as will vindicate and re-establish authority and deter others from committing the same crime. Mildness is cruelty under such circumstances. All such cases demand instant and determined action.

The time for conciliation is after the rebels are subjugated, and the authority of the government is restored. Moral influence and kindness should attend every act of severity; never let the sun go down upon the wrath of a chastised pupil. See him alone. Bring to bear upon him every moral power, treat him now with kindness and confidence, and thus restore him to duty and to favor. Without the rod moral suasion might have been powerless, or if successful, what was gained by persuasion was lost to authority. It must never be doubted that the teacher has supreme control over his little kingdom. The system here recommended does not offer an angry word or blow for every offense, real or fancied. Those who adopt it will punish the least. When severe punishment becomes necessary, the pupil is made to believe that a sense of duty, and not of passion, nerves the arm to strike the blow. He is made to understand that it is the teacher's duty to command, the pupil's duty to obey. Practically, the system of government based upon authority has alone been successful; every system that has abandoned the right or lost the power to punish has proved a failure.

Last but not least of the requisites necessary to secure good discipline is that teachers receive a fair remuneration for services rendered. Poor salary means poor teacher, and poor teacher means poor discipline. * * *

A school superintendent should be a student of human nature and of child nature. He must be willing to learn as well as to teach. He should be a constant reader. He should be familiar not only with school literature, but with the ever-increasing literature of the present.
—CITY SUPT. T. L. HEATON, Fresno.

Some Changes in Superintendency.

[A Paper read before the Department of Supervision of the State Teachers' Association, by
Frederic L. Burk of Santa Rosa.]

If the world has undergone or is undergoing some radical changes in the matter of scientific, religious and social conceptions, and in the methods of establishing them, as few will dispute, then certainly a new system of education, both in matter and method, must be pounding at our school doors. This need not and does not mean that the new is inimical or controversial of the old. No one can deny that the old education has attended to the work of its generation surprisingly well.

Under past notions of school education, superintendency was a matter of extreme simplicity. All that any one who wanted to know all about the subject had to do was to ask the trustees, or turn to the school law, for there the whole matter was treated so clearly that a man would be a fool to ask questions about it. But in these latter days if we want to know anything about superintendency, or in fact any point of education, it would seem that we must study pedagogy and psychology and a lot of other "ologies," about which only preachers formerly knew anything, in order to get the kinks in our common understanding of what has always been considered the simplest of matters.

The superintending officer of the past generation was a simple-hearted old gentleman; what he knew, he knew, and he knew everything. He did not take much stock in this study of pedagogy and such stuff. He knew all that without studying. Such things came naturally to him. In his off hours—those hours when he was not engaged in watering the lawn or tending the baby—he had taught school, and there was nothing about schools which you might ask him that he could not answer definitely before the words were fairly out of your mouth.

The modern type is yet an embryo, but he is a precocious youngster and has already done considerable writing for the journals, from which it would appear that he is a dapper young man fresh from half a dozen or more universities, a European traveller and one who has the philosophy of education from Aquinas to Zeno on the tip of his tongue. More than likely he carries in his vest pocket a chunk of the identical school-house Pestalozzi built. His distinguishing feature is the sublimely aggravating totality of his ignorance on all school

questions. Ask him the simplest matter—how to teach the alphabet, for example, and he will look at you in a serio-quizzical way and gravely reply "I don't know, really—that's a problem." He never tends the baby nor waters the lawn, but he studies pedagogy. In the work harness of practical superintendency he scorns those inspiring duties in which his predecessor so gloried. He declines to act as clerk of the Board, wants a secretary, a type-writer and a type-writer girl, refuses to figure upon new buildings and grows positively hysterical when expected to assist the janitor in distributing paper, pens, and chalk. What he wants to do, he volubly explains, is to teach the teachers pedagogy. He writes a good deal about systems of school organization, but in this matter he encroaches upon the crowning prerogative of his predecessor. The old ideal was a man whose strong point, if he could be said to have one point stronger than another, was his system. He was essentially a man of system—definite, mathematically exact system. The alluring thing about his system was its clear-cut simplicity. A child could understand it. He divided the school into four distinct departments. First, there was the first department. He was the first department. He comprised it. Then there were, ranging in order, the department of principals, the department of teachers, and last and least, the department of pupils.

There was no waste energy in this system, you see, no mixing, no jangle. Each department had its appointed task. The pupils had but one duty: to-wit, to obey. The teachers had but one task, and this was to follow instructions. The principals saw that the teachers did follow instructions. The superintendent did the thinking for the entire outfit, but this was no trouble for him, for as stated, he was built that way. All the thinking in the department was done by him, and without him no thinking was done. Moreover, he did not think after the manner of ordinary mortals, with hide-bound affinity for the concrete and particular. His thinking was fashioned more upon the divine pattern, being in broad general terms of universal law. He thought out in this universal way just how all teachers should teach all pupils. If by any misadventure of nature a pupil was created who did not fit the system, this certainly was not the fault of the system.

We are living in an age of education which our evolutionistic brethren would call one of rapid transition, or the philosopher of history a creative period. Systems and methods offered as universal panaceas, lie scattered by every roadside. And while it is perhaps impossible as yet to put the finger upon the form that will eventually prove

the fittest to survive, nevertheless, I think, the following tendencies may be observable in nearly all modern doctrines:

I. A demand for the fulfillment of Carlyle's prophecy, that the day will come when the hod carrier in the school will be discharged and an architect employed.

II. A tendency to center systems about the individual pupil rather than pupils massed.

III. The recognition that the one most capable of solving an educational problem is not the man with an abstract theory, fishing in the stream of education with a ten-foot pole, but the professional student-teacher who is up to his eyes in the concrete stream; in other words, a tendency to refer the substance of methods of instruction to the professional grade teacher.

IV. In general, a movement to extend the right, even the requirement to think, from the central authority to the peripheral extremities. * * In other words, there seems to be a general tidal movement to change the form of organization from the monarchial to the democratic, presupposing such changes in the professional character of the workers which will make democracy possible. In this, then, the reconstruction period, much labor is before the superintending body, for under present organization the task principally falls here.

Two main problems are before the supervising officers of our city and town schools:

I. How to substitute student-teachers for those monitors who look upon teaching merely as a wage-earning trade.

II. How to organize these student-teachers into a coöperative corps, loyal to the sacred duty and higher ideals of the profession, which body may serve as a matrix for the germination of that spontaneous energy and living enthusiasm which ever spring from democratic coöperation.

It is my individual opinion that the more important of these two problems is the latter; that the latter is the mother of the former; that adjustment of the existing corps of teachers is more practicable than radical substitution, and that with every step toward the development of the healthy and enthusiastic freedom of democratic organization the necessity for substitution will grow less.

A portion of the present teaching body is anxious for the new work which will employ the head and heart instead of the hand, and will give them in their daily work self-sufficient ideals and purposes worthy of their life's energy. One of the chief obstacles to a readier

development of school work as a life purpose, has been, I believe, the hide-bound inelastic systems of superintendency which have made the work a juiceless routine of lifeless slavery, by denying the teacher the right to individual thought and self-reliant, self-responsible action.

These chafing, binding straps, tight screws, and rolls of red tape have indeed their place in the control of wage-earners, the source of whose energy is external, but no place in the free play of a corps of student-teachers the source of whose energy is internal.

(Concluded in March Journal.)



THE Committee on Manual Training held a preliminary meeting in San Francisco February 2, and appointed sub-committees on certain divisions of the subject.

PROF. ALLEN, in charge of the California educational exhibit at Chicago, has taken all pains to return to each city and county superintendent his contribution to the exhibit.

TEACHERS will do well to consult our department of magazines and books. We call especial attention in this number to the publications of the American Book Company, a strong, reliable firm.

WORD comes from a southern county that a Superior Judge decides that, under the High School Bill amended with such care at the last session, Supervisors are empowered to levy for High School purposes.

In reply to an inquiry by a correspondent, Prof. Brown, of the department of Pedagogy of the State University, informs us that there is no High School on the accredited list taught by only one teacher or with only a two years' course.

WE would call special attention to the keen and pungent article of Superintendent Burk, of the Santa Rosa schools, and to the thoughtful and timely contribution of George A. Merrill, formerly head of the Cogswell Polytechnic School of San Francisco.

SCHOOL officers and teachers should not fail to carefully read the official communication of State Superintendent Anderson. The habit

of reading this department would result in more intelligent action in the relations of teachers to the machinery of our system.

ARRANGEMENTS are being made for an Educational Congress to be held during a week of the Exposition. Professors Brown, Kleeburger, Principal McChesney, of the Oakland High School, and others have the project in hand. Special efforts will be made to secure the presence and participation of some of the most prominent educational leaders of the time.

WALTER N. BUSH, of San Francisco, secretary of the committee selected by the teachers of that city having in charge the arrangements for a Pacific Coast Teachers' Day at the Midwinter Exposition, reports that the Exposition managers have designated for that purpose Tuesday, March 13th, and that teachers and their friends, not only from California but from neighboring States and territories as well, are cordially invited to attend. A complete program of the exercises for the day will be published in the March number of the JOURNAL. This should be made a great reunion day for the teachers of the State.

THE editor has received a number of queries respecting the correctness of certain dates in the State History. These have been referred to W. H. V. Raymond, Sacramento, editor of the series. We would suggest that in the future inquiries and criticisms of this character be sent to Mr. Raymond, or to the Secretary of the State Board of Education, Sacramento. The history will be re-written, and such communications will go at once to where they can do most good. Errors of statement will be gladly corrected. Assumed errors of judgment will be taken under consideration.

THE spectacle of the schools of San Francisco taking turns in furnishing lunches, grocery supplies, etc., to the poor laborers of that city is a practical lesson in sympathy and helpfulness that cannot fail to make a deep and healthful impression upon the minds of the children through whose active and intelligent coöperation it is being accomplished. Oakland and Alameda have been stimulated to the same laudable work, and recipients and givers have been alike benefited by this exhibition of our common kinship. No better opportunity has presented itself for years for teachers to give their pupils proper and correct notions of the duties that our social relations impose, and what sort of giving is justifiable.

Editor JOURNAL:

Is there any basis for the statement that decimal fractions should be used in

preference to common fractions? If so, what authority? To illustrate: How reduce 548 yds. to rds.—divide by 5.5 or $5\frac{1}{2}$? Why? A reply in your February JOURNAL will greatly oblige.

FRESNO INVESTIGATOR.

This question is, we think, one of individual opinion; it hardly reaches the dignity of a pro and con discussion on the basis of "authority." There are authors and teachers who think that decimals should immediately follow the chapters on integers, and that all easily decimalized fractions should take such form in computations of every kind. In the example given, we prefer to make both numbers halves and then divide.

THERE will be no general effort of the schools of the State to exhibit at the Fair. In the Southern California Building, however, President Keyes, of Throop Polytechnic Institute, will make a fine exhibit, replenishing with specimens showing the development of work as the term progresses. Supt. Molyneaux, of Pomona, has an excellent exhibit in the same building, and wide-awake Ventura, under direction of Supt. Black, also occupies a goodly space. In the gallery of the Liberal Arts Building, Supt. Linscott, D. C. Clark, and L. J. Cushman have made an excellent showing for Santa Cruz, where visiting teachers will be welcomed and made acquainted preparatory to the larger meeting at the next assembling of the State Association. The State University has space commensurate with its greatness, in the same building. From present indications its friends and alumni will feel a thrill of pride at the character and amplitude of this exhibit. Yale, Cogswell, Mill's Seminary, St. Mary's and the Christian Brothers are ranged near by. In the Alameda County Building, a creditable structure, three-fourths of the gallery, being a space of 175 feet in length, 12 feet in height, with a dozen partitions 12 feet deep, will be devoted to an exhibit; first, of all the educational facilities of the county, showing exteriors and interiors of buildings, grounds, etc.; second, of pupils' work from a number of schools that anticipated this call upon them, and from others that will from month to month of the current term forward material. This exhibit will be in charge of the editor of the JOURNAL. Although limited as to the number of the counties represented, the educational exhibit promises to be very much superior to that sent to Chicago. Personal supervision by exhibitors will certainly insure a more attractive representation.

THE old question of the power of City and of County Boards of Education in the granting of teachers' certificates raises its ugly head again. This time a number of the teachers of San Jose and Oakland

are on the rack, owing to a recent decision of the Superior Court in Santa Clara county. In Oakland, teachers are advised "to make certain they are safe" by applying to the County Board for certificates upon such credentials as they possess. But suppose that an Oakland teacher holds nothing but a primary certificate upon which, under the law, the County Board say they cannot grant a certificate, what is she to do? The term is on. She is busy with the every-day demands of her school-room, and has not the time, the mental agility, nor that freedom necessary from care to meet the requirements of an examination. For, disguise it as we may, deny it as we would, it is nevertheless true that the average teacher engaged in primary work for a number of years finds both the thought and the task of passing an examination growing more grievous with the years. It is even hinted that holders of grammar grade certificates would not relish "trying it again." But to return to the case in point. Oakland had a similar experience some five years ago. An agreed case was brought before the Court. It was promised that whatever the result in the lower Court, the case should be sent to the Supreme Court. The decision by the Superior Judge was contrary to that given in San Jose, and referred to above. It was not appealed, and now we are in a muddle again. The trouble lies with the teachers themselves, or rather with those in authority over them—the Superintendents. No man has yet been able to give a valid reason why there should be two examining Boards within the same county. For eight years or more, the editor, in conjunction with many Superintendents of the State, has sought to utterly break down this wall between city and county. Yet at every attempt somebody cried aloud and declared that the city school departments would suffer serious damage, and members of the Legislature permitted the adroit insertion of the oft-repeated phrase "except in cities having Boards of Examination," or consented to the half-hearted compromises of Section 1775 Pol. Code. Prof. Barnes' assertion that teaching is only a craft, not a profession, is borne out by the character of the legislation we consent to. There is some satisfaction, however, in feeling that a strong hand is leading us into the light, when we interpret the meaning of the decisions of the higher Court in the San Diego cases. When we come to know that, in school matters, a city is simply one of a number of school districts within a county, the county being the unit, we shall walk on solid ground. And furthermore, when we are ready to accept as a fact that counties cannot be compelled to full reciprocity in certificates without a change in the State Constitution we shall see more clearly still. Meanwhile let us hope for the suffering teachers that they may find some way out of the difficulty, and let us all pray and work for the abolition of the City Board of Examination as a superfluous educational appendage.

Official

Department



FEBRUARY, 1894.

J. W. ANDERSON, - - - - Superintendent of Public Instruction
 A. B. ANDERSON, - - - - Deputy Superintendent of Public Instruction

The following decisions have been rendered since those last reported:

515. The janitor of a school, under the direction of the trustees and teacher, must keep the school in good, cleanly condition, and must do whatever is needed for this purpose. This work certainly does include the washing of towels for the school; and it is the duty of the teacher to report to the trustees if the towels and the building are not kept in proper condition.

516. An evening session would not constitute a separate day's work in official position, and no separate demand can legally be made therefor. If a Board of Education deem it desirable to hold evening sessions, such sessions must be considered a part of the day. A day in law is the period of time between midnight and the midnight following. (Political Code, Section 3259). If Boards of Education choose to work from midnight to midnight, but one day can be charged for.

517. The rules of the State Board of Education relative to the issuing of high school certificates, or to certificates of any grade, so far as the recommendation of the Faculty is concerned, apply as well to the State University of California as to recognized universities or colleges. The law, Section 1775 of the Political Code, requires that a recommendation should be presented from the State University.

518. When pupils refuse to comply with the rules and regulations adopted for their government, either of their own accord or by direction of the parents, the Boards of Education or Boards of Trustees have the power to suspend such pupils from the school, or even to expel them.

519. In case the trustees fail, neglect, or refuse to appoint a teacher, so that at least a six month's school may be maintained in their district during the school year; in all cases where the districts have failed to elect trustees; or where parties appointed as trustees have failed or refused to serve; or when the Superintendent has been unable to find parties who would accept appointment as trustees, it is the duty of the Superintendent to appoint a teacher under the provisions of Section 1545 of the Political Code, and to open the school. The teacher so appointed will be entitled to hold the position for the time for which he was appointed, and cannot be removed, except for cause, by any subsequently appointed or elected trustees.

520. It is not necessary that a Superintendent should wait beyond the usual time for the opening of a school, to appoint a teacher in case the trustees neglect or refuse to open the school. The object of this provision of law is to insure the maintenance of the school for at least six months in the school year. To accomplish this, the appointment of a teacher should not be too long deferred by the Superintendent.

521. The law is silent upon the matter of appointing members of the Board of Education from any particular section of the county; there is no restriction of any kind, except that two members of the Board must be teachers holding not less than grammar grade certificates. The members may be appointed from any part of the county without regard to districts.

522. Under Section 1623 of the Political Code, a contract in excess of the moneys accruing to the district for the school year in which the contract is made, does not make the district liable for the salary of the teacher beyond the amount of money accruing to the district for the year.

523. Charges of unprofessional conduct may be preferred against a teacher who refuses to present excuse for failure to attend the sessions of a teacher's institute held in the county during the time said teacher was employed in the schools of the county.

524. There is nothing in the law which prevents the use of supplementary books; but the State books must be used in all grades of the schools in the branches in which such books are published. The children in the schools are required to purchase the State books, except in the case of those whose parents are not able to purchase them. The supplementary books may be purchased with the library funds, or with county funds after an eight months' school shall have been

maintained. Pupils cannot be required, requested, or advised to purchase supplementary books.

525. There can be no doubt that the Board of Directors of a High School have a right to charge tuition fees for the admission of non-resident pupils. In fact, the right to charge tuition in any department of the schools for non-residents cannot be questioned; but the right to admit such pupils to the interference or exclusion of resident pupils is questionable. In the primary and grammar schools non-resident pupils cannot be admitted, whether they pay tuition or not, without the consent of the trustees of the district in which they reside.

526. Pupils, whether graduates or non-graduates, under the age of twenty-one years, have a right to enter any department from which they have not graduated. Hence, pupils who have graduated from another department of a high school have a right to enter the commercial department of such school; and, if residents of the district, they cannot be required to pay tuition.

527. Whilst it is true that under the law all pupils under the age of twenty-one years are entitled to attend the schools, pupils who have graduated from the schools should not be permitted to re-enter grades from which they have been promoted or graduated, to the exclusion of pupils who have not been promoted or graduated from those grades. The fact that pupils have graduated from the schools is evidence that they have completed the designated course of the schools, and the presumption of law is that they have legally severed their connection with the school. But, if admitted, they must take their places in the classes, and be subject to all the regulations appertaining to the grade in which they are placed. It is fully in the power of Boards of Education and Boards of Trustees to say whether these pupils shall be admitted or not. Whilst the law is silent, custom and common sense would indicate that, if permitted to attend, it is simply as a matter of favor and not of law, and their re-entrance should be determined by the necessities of the classes for room.

528. When a pupil is absent from school, and the parents, when called upon so to do, refuse to give a written excuse, the teacher should present the matter to the Board of Trustees. The Board may, if they deem it proper, suspend the pupil until proper excuse is tendered.

529. In no case can a Normal School diploma be regarded as a sufficient credential upon which to grant a High School certificate.

(See Section 1775 of the Political Code.) Whilst the Constitution of the State, Article IX., Section 7, gives to County Boards of Education the control of the examination and certification of teachers, it certainly is within the power of the Legislature to say how such control shall be exercised, else there is no limitation whatever on the action of County Boards in these respects, and, were such the case, these Boards could do about as they might please. The Constitution never intended such to be the case.

530. The trustees of a district cannot legally open the school at any other place than that in which it has been conducted, unless they are authorized to do so by a meeting of the electors called for such purpose as provided in subdivision 20 of Section 1617 of the Political Code.

531. Section 1870 of the Political Code positively forbids any officer connected with the schools, or any teacher in the public schools, acting as agent for any author, publisher, bookseller, or others, for the introduction of any book, apparatus, furniture, or any other article whatever, into the common schools of this State, or to receive directly or indirectly, any gift or reward for such work.

532. The apportionment of State moneys made in July of any year belongs to the school year ending on the 30th day of June preceding, and is applicable to the payment of salaries of teachers for the year ending June 30th, preceding. The money apportioned in July accrued from taxes levied and interest collected for the year ending June 30th, preceding the apportionment; and, hence, belongs to that year.

533. The law provides for the appointment of janitors, and a teacher is not justified in requiring *large* pupils or *small* ones to do janitor's work. If the district is poor, it would be wise on the part of the teacher, if he is properly interested in the welfare of the district, to do the janitor's work himself, and say nothing about it. Probably if the teacher were to interest himself in the work, the boys and girls would soon manifest a willingness and even a desire to assist.

534. Teachers are entitled to pay for the time for which the school remains closed on account of diphtheria, or any other epidemic. This applies to all parts of the State, and neither a city Board nor any other Board has any right to act contrary to the decision. If the teacher has been hired for no specified time, it is in the power of the Board to dismiss him at any time; but, unless the teacher has notice that he has been discharged, he would be entitled to pay for the time for which the school was closed.

LIST OF STATE NORMAL SCHOOLS.

The following is a complete list of State Normal Schools, corrected up to the present date, November 30, 1893. By reference to Section 1775 of the Political Code, it will be seen that these are the only Normal Schools whose diplomas can be recognized as credentials upon which certificates may be issued. From the same section it will also be seen that no higher than Grammar Grade certificates can be issued on State Normal School diplomas.

From Section 1503 of the Political Code it will be seen that diplomas from our own State Normal Schools entitle the holders to certificates of the Grammar Grade, and that after two year's experience, upon proper recommendation, these diplomas may be made the equivalents of Life Diplomas of the Grammar Grade.

Certificates granted upon diplomas from Normal Schools that are not State Normal Schools are not legal certificates, except in the case of diplomas from the San Francisco Normal Class. If the certificate is not a legal certificate, no warrant, under the provisions of Section 1701 of the Political Code, can be legally drawn in favor of the holder. Furthermore, under the provisions of Section 1860 of the Political Code, the district in which teachers holding illegal certificates are employed would lose all right to any apportionment of State or county school moneys.

The following list has been prepared for the use of Boards of Education, and it is hoped that proper attention will be given to this important matter. Respectfully,

J. W. ANDERSON,
Superintendent of Public Instruction.

LIST OF STATE NORMAL SCHOOLS.

NAME OF SCHOOL.	LOCATION.	STATE.
State Normal College.....	Florence.....	Alabama
Alabama Normal College.....	Livingston.....	Alabama
Jacksonville State Normal School.....	Jacksonville.....	Alabama
State Normal School.....	Troy.....	Alabama
Normal School for Colored Students.....	Selma.....	Alabama
Normal School for Colored Students.....	Tuskegee.....	Alabama
Normal School for Colored Students.....	Huntsville.....	Alabama
Arizona Territorial Normal School.....	Tempe.....	Arizona
State Normal School.....	Morrillton.....	Arkansas
State Normal School.....	Jonesboro.....	Arkansas
State Normal School.....	San Jose.....	California
State Normal School.....	Los Angeles.....	California
State Normal School.....	Chico.....	California
State Normal School.....	Greeley.....	Colorado
New Britain Normal School.....	New Britain.....	Connecticut
Willimantic Normal School.....	Willimantic.....	Connecticut
New Haven Normal School.....	New Haven.....	Connecticut
(No Normal School).....		Delaware
District Normal School.....	Washington.....	Dist' of Columbia
State Normal College.....	De Faniak Springs.....	Florida
State Normal School (colored).....	Tallahassee.....	Florida
Girl's Normal and Industrial College.....	Milledgeville.....	Georgia
State Normal College.....	Athens.....	Georgia
State Normal School.....	Lewiston.....	Idaho
State Normal School.....	Albion.....	Idaho
Illinois State Normal University.....	Normal.....	Illinois
Southern Illinois Normal University.....	Carbondale.....	Illinois
Indiana State Normal School.....	Terre Haute.....	Indiana
(Not heard from).....		Indian Territory
Iowa State Normal School.....	Cedar Falls.....	Iowa

LIST OF STATE NORMAL SCHOOLS—*Continued.*

NAME OF SCHOOL.	LOCATION.	STATE.
State Normal School	Emporia.....	Kansas
(No Normal School).....	Frankfort.....	Kentucky
State Normal School (colored).....	Natchitoches.....	Louisiana
State Normal School.....	Gorham.....	Maine
Gorham Normal School.....	Farmington.....	Maine
Farmington Normal School.....	Castine.....	Maine
Castine Normal School.....	Fort Kent.....	Maine
Madawaska Normal School.....	Baltimore.....	Maryland
State Normal School.....	Bridgewater.....	Massachusetts
Bridgewater Normal School.....	Framingham.....	Massachusetts
Framingham Normal School.....	Salem.....	Massachusetts
Salem Normal School.....	Westfield.....	Massachusetts
Westfield Normal School.....	Worcester.....	Massachusetts
Worcester Normal School.....	Boston.....	Massachusetts
Normal Art School.....	Ypsilanti.....	Michigan
Michigan State Normal.....	Winona.....	Minnesota
State Normal School.....	Mankato.....	Minnesota
State Normal School.....	St. Cloud.....	Minnesota
State Normal School.....	Moorhead.....	Minnesota
State Normal College (colored).....	Holly Springs.....	Mississippi
First District Normal School.....	Kirkville.....	Missouri
Second District Normal School.....	Warrensburg.....	Missouri
Third District Normal School.....	Cape Girardeau.....	Missouri
Lincoln Institute (colored).....	Jefferson City.....	Missouri
State Normal School.....	Dillon.....	Montana
State Normal School.....	Peru.....	Nebraska
Normal School of the State University.....	Reno.....	Nevada
State Normal School.....	Plymouth.....	New Hampshire
State Normal School.....	Trenton.....	New Jersey
State Normal School.....	Las Vegas.....	New Mexico
State Normal School.....	Silver City.....	New Mexico
State Normal College.....	Albany.....	New York
State Normal School.....	Brockport.....	New York
State Normal School.....	Buffalo.....	New York
State Normal School.....	Cortland.....	New York
State Normal School.....	Fredonia.....	New York
State Normal School.....	Geneseo.....	New York
State Normal School.....	New Paltz.....	New York
State Normal School.....	Oneonta.....	New York
State Normal School.....	Oswego.....	New York
State Normal School.....	Plattsburgh.....	New York
State Normal School.....	Potsdam.....	New York
The Normal and Industrial School.....	Greensboro.....	North Carolina
State Normal School (colored).....	Fayetteville.....	North Carolina
State Normal School (colored).....	Plymouth.....	North Carolina
State Normal School (colored).....	Goldsboro.....	North Carolina
State Normal School (colored).....	Salisbury.....	North Carolina
State Normal School (colored).....	Elizabeth City.....	North Carolina
State Normal School (colored).....	Warrenton.....	North Carolina
Valley City Normal School.....	Valley City.....	North Dakota
Mayville Normal School.....	Mayville.....	North Dakota
(No separate Normal School).....	Edmund.....	Ohio
Edmund Normal School.....	Edmund.....	Oklahoma
State Normal School.....	Monmouth.....	Oregon
State Normal School.....	Weston.....	Oregon
State Normal School.....	Drain.....	Oregon

LIST OF STATE NORMAL SCHOOLS—*Continued.*

NAME OF SCHOOL.	LOCATION.	STATE.
First District Normal School.....	West Chester.....	Pennsylvania
Second District Normal School.....	Millersville.....	Pennsylvania
Third District Normal School.....	Kutztown.....	Pennsylvania
Fourth District Normal School.....	East Stroudsburg.....	Pennsylvania
Fifth District Normal School.....	Mansfield.....	Pennsylvania
Sixth District Normal School.....	Bloomsburg.....	Pennsylvania
Seventh District Normal School.....	Shippensburg.....	Pennsylvania
Eighth District Normal School.....	Lock Haven.....	Pennsylvania
Ninth District Normal School.....	Indiana.....	Pennsylvania
Tenth District Normal School.....	California.....	Pennsylvania
Eleventh District Normal School.....	Slippery Rock.....	Pennsylvania
Twelfth District Normal School.....	Edinboro'.....	Pennsylvania
Thirteenth District Normal School.....	Clarion.....	Pennsylvania
State Normal School.....	Providence.....	Rhode Island
Winthrop Normal College.....	Columbia.....	South Carolina
Clafin University (colored).....	Orangeburg.....	South Carolina
State Normal School.....	Madison.....	South Dakota
State Normal School.....	Spearfish.....	South Dakota
(No Normal School).....		Tennessee
State Normal School.....	Huntsville.....	Texas
State Normal School (colored).....	Hempstead.....	Texas
(No separate Normal School).....		Utah
Castleton Normal School.....	Castleton.....	Vermont
Randolph Normal School.....	Randolph.....	Vermont
Johnson Normal School.....	Johnson.....	Vermont
State Female Normal School.....	Fernville.....	Virginia
State Male Normal School.....	Williamsburg.....	Virginia
Virginia Normal and Collegiate Institute (colored)	Petersburg.....	Virginia
State Normal School.....	Cheney.....	Washington
State Normal School.....	Ellensburgh.....	Washington
Marshal College State Normal School.....	Huntington.....	West Virginia
Shepherd College State Normal School.....	Shepherdstown.....	West Virginia
State Normal School	Fairmont.....	West Virginia
State Normal School	Glenville.....	West Virginia
State Normal School	West Liberty.....	West Virginia
State Normal School	Concord.....	West Virginia
State Normal School	Flatteville.....	Wisconsin
State Normal School	Whitewater.....	Wisconsin
State Normal School	Oshkosh.....	Wisconsin
State Normal School	Milwaukee.....	Wisconsin
State Normal School	River Falls.....	Wisconsin
(No separate Normal School).....		Wyoming

At the meeting of State Board on December 27th, 1893, Cornell University was, after due consideration, placed on the list of "Accredited Universities and Colleges" as provided in Section 1775 of the Political Code. The only institutions thus far accredited are the Leland Stanford Junior University, the University of Michigan, and Cornell University.



The Journal Midwinter Fair Series of Sketches of California Teachers and Schools.



GEORGE F. MACK.

the Ione public schools, a position which he held continuously until May of 1893, when the Board of Supervisors by ordinance deprived him of the privilege of teaching and required his whole attention to be devoted to the supervision of the county schools.

In the year 1877 he was married to Miss Gillia A. Miller, of El Dorado county, youngest daughter of David Miller, one of the California argonauts.

SUPT. MRS. M. P. WOODIN, of Lassen county, has been connected with the schools and school work since she was fourteen years of age. She was assistant in the primary department under Professor Cain, in the Healdsburg Academy. Afterwards she taught two years in Gold Hill, Nevada, and since 1880 she has taught almost continuously in Lassen county. She has been a member of the County Board of Education since 1881. In 1890 she was elected County Superintendent on the Republican ticket, although the county was Democratic. Dur-

Co. SUPT. GEORGE F. MACK, of Amador, was born in Illinois in 1845, of New England parents, and with them immigrated to the Golden State in 1850, locating at Placerville. He was educated mainly in the public schools of the State. In 1865 he was graduated from Healdsburg Academy while the present State Superintendent of Public Instruction, Hon. J. W. Anderson, was principal. Engaged in the profession of teaching as early as 1867, and has been directly connected with the public school work since that date.

He was elected Superintendent of schools for Amador county in 1886, and again re-elected in 1890. In 1881 he was chosen principal of



MRS. M. P. WOODIN.

spose to a call for teachers he left the Normal School and went to Merced to resume the duties of a teacher. Since that time he has taught in various schools of this State.

At the beginning of this school year he was elected principal at Ione, in Amador county, where he is engaged at present.

In 1881, Mr. Wulff was married to Miss Minnie H. Logan, youngest daughter of Jas. Logan, one of the old pioneers of Stanislaus county, California.

P. W. KAUFFMAN, A. M., born July 4, 1857, in Mt. Pleasant, Ia. and reared on a farm near Mt. Pleasant, obtained during the winter

ing her administration the schools of Lassen county have made marked progress.

PRINCIPAL B. F. WULFF, of the Ione public school, was born near Mobile, Alabama, in 1853. He attended private and public schools of that city and vicinity.

He began teaching in the public schools of Jackson county, Mississippi, in 1871, and continued this work in the southern part of Mississippi and Alabama until 1876. In that year he came to Santa Clara, California, and entered the State Normal School at San Jose as a student. He remained there nearly two years.

In the autumn of 1877, in re-



B. F. WULFF.



P. W. KAUFFMAN.

During the next five years he was Superintendent of the Red Oak City schools, and was re-elected for the sixth year, but resigned to go to California. In Iowa he was conductor or instructor in teachers' institutes, and lectured frequently on educational subjects. He also served as chairman of the graded section of the State Teachers' Association in 1889.

In California Mr. Kauffman was principal two years at Oceanside and two years at Glendora, and he is now principal of the Ventura Union High School and the Ventura public schools. He holds a life diploma from Iowa, and also from California, and high school

months an ordinary common school education. He was a great reader from early childhood, and at the age of thirteen he read Shakespeare with avidity, waded successfully through Plutarch, and was swamped in Leviticus. From 1875 to 1881 he completed the classical course of the Iowa Wesleyan University, and taught eight months district school and eight months in the Iowa Reform School. He made a reputation during his course in college for literary productions, and as orator for his class in the State Oratorical Contest. He had charge of Literature and Science in the Mt. Pleasant High School during 1881-82, and was then elected Superintendent of the city schools for two years.



VENTURA UNION HIGH SCHOOL.

certificates from several counties. He was married in 1883 to Miss Carrie Ferris, of Mt. Pleasant, Iowa, and they have three children.

Mr. Kauffman was admitted to the bar by the Supreme Court of California, but he has never engaged in the practice of law.

The Ventura High School was organized in August, 1889, with an enrollment of about thirty pupils. The prime mover in the organization and establishment of the school was Samuel T. Black, to whose energy and abilities the school is indebted for its existence. The school was supported by a direct tax which was carried by a practically unanimous vote. Upon the passage of the High School law by the Legislature of 1891, the city united with two adjoining districts and organized a Union High School.

In 1892 the school was accredited by the State University in all branches except Greek, Higher Latin and Physics. A year later it was fully accredited for three courses, with the single exception of Physics. Since that time a well-equipped physical laboratory has been added, and as a result it is expected that the school will be fully accredited for 1894. The curriculum covers four years' work of forty weeks each, and offers the student preparation to enter any of the colleges at Berkeley.



MISS MARIANA BERTOLA.

Samuel T. Black was principal until he took his place as County Superintendent of Schools, then George Stratton was principal. He was succeeded by R. O. Hickman, who was principal until the spring of 1893. The present corps consists of P. W. Kauffman, principal, History and Civics; G. R. Swain, Science and Mathematics; Alice Younglove, Classics and English.

MISS MARIANA BERTOLA, principal of the Martinez Grammar School, was graduated from the school of which she is now the head. She prepared herself by diligent home study for passing the examination for a primary certificate. By teaching three years in the Con-



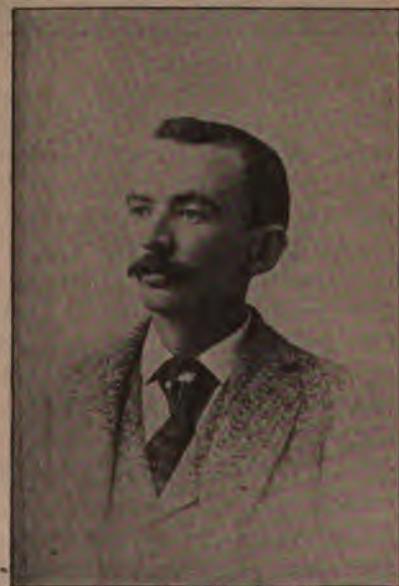
JAMES E. RODGERS.

Highland district, Contra Costa county since. He has taught with great success in the following places successively: San Pablo, Byron and Brentwood. In the last-named place he has been principal for three years, and there he has probably done his best work, bringing the school out of a spiritless and semi-demoralized condition and transforming it into one of the most orderly, industrious and enthusiastic schools in the county. Mr. Rodgers is also a member of the County Board of Education, having been appointed in 1893.

A. C. ABSHIRE, principal of Sonoma city schools, and instructor in Mathematics and Science in High School Department; is a graduate from the San Jose Normal School, and has made special

cord school she earned money enough to enable her to attend the State Normal at San Jose, where she was graduated after two years' work. She then took the position of vice-principal in the Martinez schools, and held that for three years, when she was elected principal. Miss Bertola is an active member of the Native Daughters of the Golden West, holding the position of president of Ramona Parlor, No. 21, and also that of Grand Trustee of the order.

JAMES E. RODGERS, principal of the Brentwood school, Contra Costa county, was graduated from the Grammar schools in the class of '81, first graduating class of Contra Costa county. He then spent four years in preparing himself for the work of teaching. Was first in class. He began teaching in



A. C. ABSHIRE.

preparation for high school work in which he is successfully engaged. Principal Abshire is a member of the Sonoma County Board of Education, and is recognized as one of Sonoma's leading instructors.



J. F. WEST.

a teacher's certificate in Illinois at the age of 17 years. He then taught until he accumulated a small sum of money, and with this and money borrowed from his brother and friends, he entered the National Normal University of Lebanon, Ohio, where he was graduated in 1885, and immediately thereafter he was elected principal of the Cisne, Ill., public schools. He held this position one year, and then resigned to accept the professorship of Mathematics of the Fairfield, Ill., Normal School. He had held this position but a short time when he was offered the principaship of the Xenia, Ill., public schools, which he accepted and held for two years. In the spring of 1888, after closing his school, he came to California to spend the summer with his

PRINCIPAL J. F. WEST, of the Paso Robles High School, was born on a small farm near the village of Albion, Edwards county, Ill., on the 14th day of April, 1865, (the day on which President Lincoln was assassinated). Here he spent the early part of his life, working on his father's farm, and attending the district school for two or three months only each year during the winter. Very early in life he learned the value of an education, and formed a determination to take a college course. By diligence in school and by devoting his evenings and rainy days to hard study, he was able to pass the examination for



brother, Z. B. West, of Santa Ana. After several weeks residence in this State, he decided to make it his future home, applied for and was elected to the principalship of the Compton City public schools, Los Angeles county, where he remained until July, 1893, when he presented his resignation and accepted the principalship of the Paso Robles High School and public schools, where he is now situated. The new school building in Paso Robles, a view of which we give, was erected last year by the enterprising citizens of this growing town. It is admirably planned and equipped for school purposes, and is a credit to the community.



ALLAN P. SANBORN.

ALLAN P. SANBORN, president Board of Trustees of Benicia public schools, is a native of California, and was born in Benicia, Solano county, in 1854. He attended the public school from 1859 until 1864, and afterwards continued his studies in the Benicia Collegiate Institute and St. Augustine College. He obtained his first certificate in 1872, and began teaching in that year. In 1876 Mr. Sanborn entered the Senior class of the State Normal School, San Jose, and was graduated in 1877. He has taught in Sutter, Calaveras, Sonoma, Contra Costa, and Solano counties.

When the High School was established in Benicia under the new High School laws, Mr. Sanborn became its first principal. He was a member of the Board of Education of Solano county in 1892-93, and is at present president of the Board of Trustees of the Benicia public schools. Mr. Sanborn's connection with the public schools of California extends over a period of nearly thirty-five years.



OUR LIBRARY TABLE.

BOOKS.

HOW TO STUDY AND TEACH HISTORY, with particular reference to the history of the United States. By R. A. Hinsdale, Professor of the Science and Art of Teaching in the University of Michigan, being Vol. xxv. of the International Educational Series. Published by D. Appleton & Co., New York. A book for Superintendents and Teachers' Libraries. "In the work of Dr. Hinsdale the reader will find the safe guidance of an author who honors and appreciates at their true value the two factors of history, the material and the spiritual."

C. W. BARDEEN, Syracuse, N. Y., has published "Congressional Manual of Parliamentary Practice," by J. H. Gore. This manual possesses many excellencies. It is prepared for ready reference by an alphabetical arrangement of the rules, and by printing the chief point of each rule in heavy type. It is of convenient pocket size, and will no doubt become a popular guide for deliberative bodies. There are over 100 pages, and the price is 50 cts.

THE NEW MINISTER, by Kenneth Paul, published by A. S. Barnes & Co., contains an interesting story. Dealing with the actual occurrences of every-day life, the book presents in a practical way the problems of American church life and the tendencies of the ecclesiastical discussions of the times. The book has a high purpose, and the thoughtful reader will find a vast deal more than mere entertainment in its pages.

MYTHS OF GREECE AND ROME, by H. A. Guerber, tells the myths as stories, and weaves into the narrative selections of poetry, which help on the tale and give it grace and beauty. These stories have become inwrought into all literature, so that a knowledge of them is indispensable to the student. Their significant relation to the arts is displayed by the large number of fine pictures in the volume, each from some renowned work of art and closely related to the text. These give the book value as a school text, opening a field of culture at present closed to most school children. The final chapter gives the modern interpretations of the myths. American Book Co.

SMART'S MANUAL OF SCHOOL GYMNASTICS. American Book Co., price 30 cts. An excellent little book for the purpose; cuts new and numerous; musical selections well adapted for the exercises. The regular grade teachers will find this book very helpful.

THE EIGHTH BOOK OF VERGIL'S ÆNEID. Ginn & Co. Probably no teacher in this country is better prepared to edit the Æneid than John Tetlow, of the Boston Girls' High School, who has edited this neat little volume. There is a complete vocabulary and the notes are numerous and explicit. Ginn & Co. have also published "The School Singer," a carefully compiled book of popular songs and choruses well adapted to school use. Biographical sketches of noted composers, and quotations from familiar poets make the volume still more interesting and desirable.

WHITE'S NEW COURSE IN ART INSTRUCTION. We have received from the American Book Co., the manual for the fourth year grade work. It is well outlined, follows a thoroughly scientific plan, and aims to acquaint pupils with the rudiments of mechanical and freehand drawing, to lead them to a quick original perception of beauty and to develop a love for it. The price of the book is 50 cts.

The *Critic* asked its readers to say which ten books—American books—they regard "the greatest yet produced in America or by Americans." The figures show the number of votes these ten received: 512, Emerson's "Essays;" 483, Hawthorne's "Scarlet Letter;" 444, Longfellow's "Poems;" 434, Mrs. Stowe's "Uncle Tom's Cabin;" 388, Dr. Holmes' "Autocrat;" 307, Irving's "Sketch Book;" 269, Lowell's "Poems;" 255, Whittier's "Poems;" 250, Wallace's "Ben Hur;" 246, Motley's "Rise of the Dutch Republic." Of the above books the first eight are published by Houghton, Mifflin & Co., who will send to any teacher who may apply for it a copy of their Portrait Catalogue, containing portraits of more than fifty famous authors.

STORIES FROM PLATO AND OTHER CLASSIC WRITERS. This volume is a collection of stories from classic sources, which the writer has culled from year to year and used in school work in primary and grammar grades and kindergarten institutes. They are edited as a reader for second, third or fourth year work and as a book of stories for kindergartners. Ginn & Co., publishers.

D. C. HEATH & CO., Boston, have issued an edition of Sheffel's "Ekkehard," edited by Professor Wenckebach, of Wellesley College. This famous work of German literature is exceedingly valuable for class purposes and for private reading. It presents a highly interesting picture of certain phases of German life and history in the middle ages.

MENTAL DEVELOPMENT IN THE CHILD. By W. Preyer, Professor of Physiology in Jena. Translated by H. W. Brown, State Normal School, Worcester, Mass. D. Appleton & Co., N. Y. Price, \$1. The special object of this book is to initiate mothers into the complicated science of psychogenesis, to evoke a widespread interest in the development of the infant mind, and lead to a multitude of special investigations into the first five years of the child's life. It is one of the most cheering signs of the times that the individual is beginning to be studied. This child study is a new province of pedagogy, and Dr. Preyer in Germany, and Dr. Hall in this country have lifted it into deserving prominence.

D. C. HEATH & CO. have published in two parts a Complete Graded Arithmetic. Part I. is designed for the first five grades. The topical arrangement is intended to secure daily drill and thorough review, relieving the teacher of the burden of providing so much supplemental work for their arithmetic classes. The price is 45 cents. Part II. contains the work for the sixth, seventh and eighth grades. The entire book consists of well graded problems, and their number and variety will furnish sufficient practice for the complete mastery of the various subjects. The price of Part II. is 85 cents.

ARNOLD'S FIRST AND SECOND LATIN BOOK has been a standard for many years. It has now been corrected and improved, and will now be received with

still greater favor by teachers of the classics. American Book Co., price \$1. The same Company have also published a revised edition of "Arnold's Latin Prose Composition." The unprecedented reputation of this work in its old form is well known. With the many minor changes and improvements that have been made, the book will find favor for a generation to come. 415 pp., price \$1.

AN INDUCTIVE GREEK PRIMER, designed for a beginner's Greek book, will meet the needs of those to whom the Inductive Greek Method is adapted, as well as younger pupils. The lessons are short. The notes are copious and elementary in character. There are no references to the grammar in the first half of the volume, the Primer containing all the grammar that is needed. The pupil's knowledge of Latin grammar is used to illustrate and facilitate the acquisition of Greek grammar, and he is taught to read Greek in the order of the original. The first occurrence of words is indicated in the text by full-faced type, and in the vocabulary by the number and section in which the word occurs. The pupil's attention is first called to the facts of the second declension because more second declension forms occur in the first few lessons than in forms belonging to other declensions, and because it is easier. The volume, like the others in this excellent series, contains many valuable maps and illustrations. American Book Co., New York, Cincinnati, and Chicago. \$1.25.

VERGIL'S AENEID AND THE BUCOLICS, edited by W. R. Harper and F. J. Miller, has been prepared to promote the study of these classic works and not merely as drill books for students. The notes, besides grammatical and archæological helps, give parallel poetic passages from English and Latin authors, occasionally from Greek, to promote comparison. The volume is beautifully illustrated and is well equipped with helps and guides for study, including a full vocabulary at the end. 564 pp., \$1.50. American Book Co.

XENOPHON'S ANABASIS, seven books, by W. R. Harper and James Wallace, has the attractive appearance and general characteristics of the series to which it belongs. The introduction gives an account of the Persian and of the Greek art of war. Inductive exercises on the first three chapters are designed to furnish grammatical drill. The text is organized into sections and abundantly provided with grammatical references and topics for study. There is a good map of Asia Minor, and numerous plans and illustrations are scattered through the volume. There are also tabular views, word lists, grammatical matter and a good vocabulary. It is a model text-book. 575 pp., \$1.50. American Book Co.

GREEK PROSE COMPOSITION, by William R. Harper and Prof. Clarence F. Castle, will be of interest to teachers of the classics. The book was the outgrowth of a belief that Greek prose composition is not an end to be sought for its own sake, but a means of learning the language, that through it the treasures of Greek literature may be unlocked. The plan of teaching this subject was adopted because it stimulates observation and investigation. The problems contained in the exercises will raise questions which must be settled by reference to the text; facts will thus be observed; conclusions will be drawn to be verified or disproved by reference to authorities. Composition should begin with the first page of Greek which is read, and should be a daily exercise until the principles are mastered. Then it should give place to rapid and extensive reading. The method laid down

in this book, if faithfully pursued, will give highly gratifying results. American Book Co., New York, Cincinnati and Chicago.

DR. JOHN HENRY BARROW's great history of the "Parliament of Religions" is the only authorized publication of that important event. The King Publishing Co., 132 Market Street, San Francisco, are the Pacific Coast Agents for the work, and those desiring it should communicate with them, and avoid being imposed upon by agents selling garbled and incomplete editions.

EDUCATIONAL ARTICLES IN JANUARY MAGAZINES: "Constantinople" (with illustrations), by Edwin Lord Weeks, in *Scribner's*; "The Transmission of Learning Through the University," by N. S. Shaler, in the *Atlantic Monthly*; "Relief for the Unemployed in American Cities," by Albert Shaw, in the *Review of Reviews*; "Famous Paintings on the West Coast—Fromentin's Simoon," in the *Overland Monthly*; a number of finely illustrated articles in the *Cosmopolitan*; "The Military Virtues of Football," by Drs. White and Wood in the *North American Review*.

MESSRS. LEACH, SHEWELL & SANBORN announce an edition of the "Atlas Antiquus," by Dr. Heinrich Kiepert, with index, introduction, etc. By an arrangement with the German publishers, the maps of this Classical Atlas, which is recognized as the finest published in any country, are printed directly from the German plates. American instructors and students will welcome an Atlas which thus renders accessible the best results of German scholarship in ancient geography. Every student of Latin or Greek should possess this Atlas, and no library is complete without it. The price is not more than that of less attractive competitors, and it will be sent express or postpaid to any address on receipt of \$2.

AN INTRODUCTION TO THE FRENCH AUTHORS. A practical reader for beginners. Edited by Alphonse N. van Daell. This book, which is sufficient for a year's work, prepares the student for the reading of contemporary French authors. It is not only French in language but in spirit. It gives a brief outline of the geography and history of France, which may be used as a basis for instructive conversational exercises. The vocabulary is very large and the range of style includes that of many of the best prose-writers of our age. Ginn & Company, publishers.

Few men have had as remarkable a career in public affairs as has ex-Senator and ex-Governor George S. Boutwell, of Massachusetts. The advantage of this knowledge he is about to give to the world in a book to be entitled "The Constitution of the United States at the end of the First Century." The main part of the work is embraced in the reprinting of those articles and clauses of the Constitution which have been interpreted by the Supreme Court, with an analysis of the leading or controlling cases which illustrate each section or clause. It is Mr. Boutwell's purpose to present the Constitution as it has been interpreted and rendered by the Court, and in a manner so concise that a knowledge thereof may be obtained by students and by the legal profession without extensive and laborious research. The book is in active preparation, and will be published at an early date by D. C. Heath & Co., Boston.

THE STUDENTS FRÖBEL, by William H. Herford, late member of the Universities of Bonn, Berlin, and Zurich, is the title of a book adapted from Fröbel. The first part, the Theory of Education, is soon to be published by D. C. Heath & Co., Boston. The purpose of this little book, as stated by the editor in his preface, is to give young people, who are seriously preparing themselves to become teachers, a brief yet full account of Fröbel's Theory of Education.



CALIFORNIA SCHOOL ITEMS.

THERE are 725 pupils in the Oakland High School.

NINE hundred and fifty-three students are registered in Stanford University.

MISS LILLIE HERD, one of Shasta county's popular teachers, was married January 18th to Mr. Charles James, of Oakland.

PROF. A. J. COOK, of Pomona College, was for 18 years professor of entomology and zoölogy in the Agricultural College of Michigan.

THE Oroville school yard contains over one hundred orange trees, which supply as many oranges as all the pupils of the school can eat.

CHARLES A. MURDOCK has been elected to fill the vacancy in the San Francisco Board of Education caused by the resignation of Director Decker.

IN Oakland and the immediate vicinity there are eighteen private schools, academies and colleges, fifteen kindergartens, and eleven Catholic schools.

MORE school accommodations are needed in San Rafael. The Board of Education has established half-day classes to relieve the pressure temporarily.

FRIDAY, February 2d, a class of fifty-two members was graduated from the San Jose State Normal School. There will be a much larger class to graduate at the close of the school year.

THE California Science Association, organized at Stockton during the Teacher's Convention, will meet annually as an independent section of the State Teachers' Association. Prof. Joseph Le Conte was elected president.

THE Santa Barbara County Board of Education reports that the essential branches of the grammar schools are being sadly neglected in order to make room for the various high school studies that have crept into the grammar grades.

THE Yale Alumni Association of the Pacific Coast has placed a Yale University exhibit in the gallery of the Liberal Arts building at

the Midwinter Fair. The New York School of Applied Design for Women has also installed an artistic exhibit.

TWENTY-FIVE students were dropped from the Stanford University register for insufficient work last term, and ninety others were referred to their major professor for special permission to register this term, on account of poor work done last term.

DR. CLINTON, of the San Francisco Board of Education, is chairman of the anti-cigarette committee that is waging a crusade against the demoralizing habit which is ruining so many boys. Cigarette fiends should be excluded from the public schools everywhere.

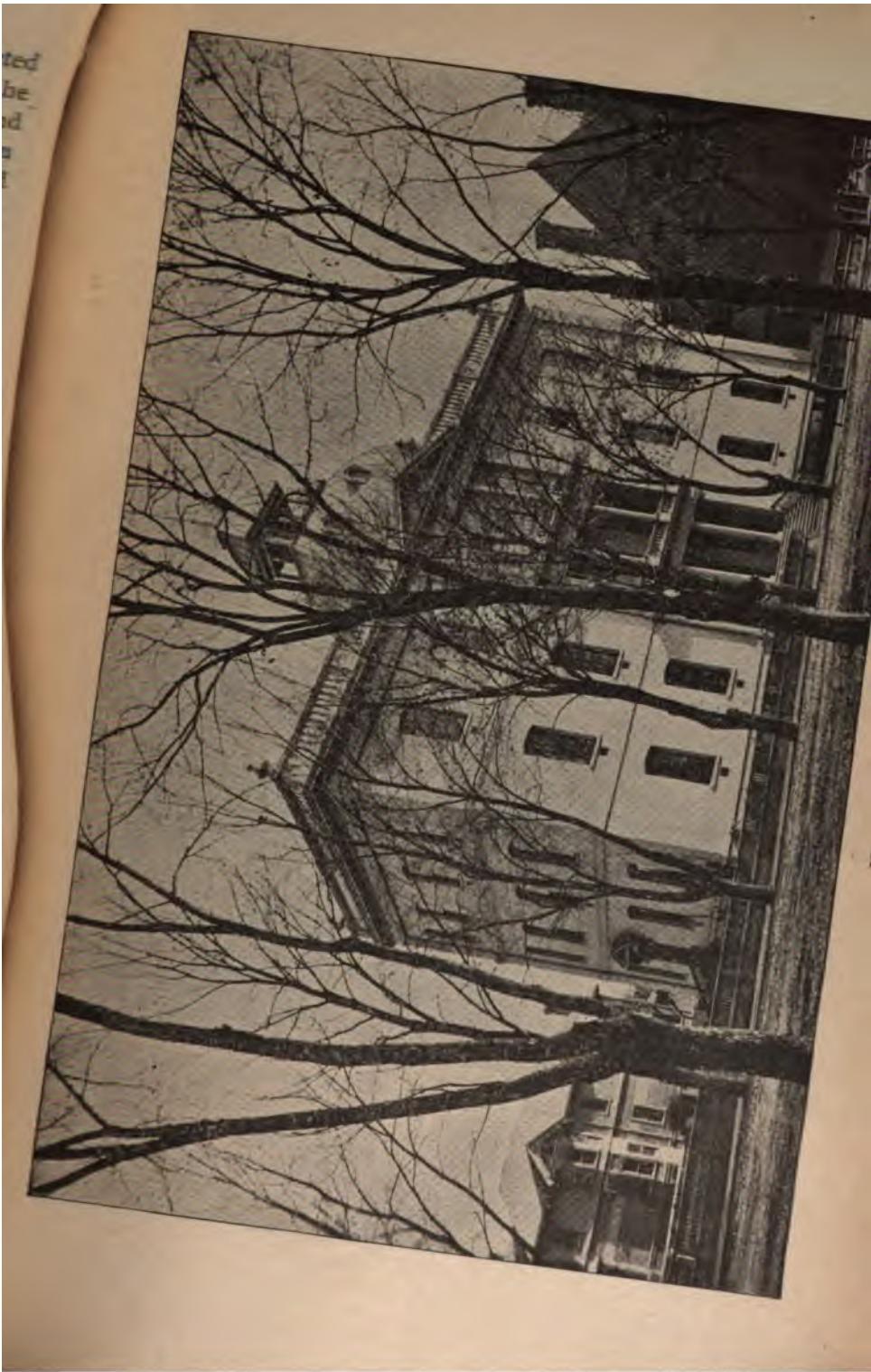
THE G. A. R. of San Diego has petitioned the County Board of Education to adopt a system of military training for the pupils of the public schools. The members of the Board express themselves in favor of the proposition so far as it relates to physical culture, but not as a training for soldiers, with the attendant commands and military orders.

PETITIONS for the formation of three new school districts were recently filed with Supt. Norvell, of Merced county, and on his recommendation the Supervisors organized the districts. One to be known as "Miguel District," which will take part of the territory now embraced in Mendezable, Alvarado, Ortgalito and Sunset school districts. Another to be called "Ingomar," which is to be cut out of Volta, Monroe and Enterprise school districts, and a third which will be named "Comstock," a joint district with San Benito county, which is to be carved from Mendezable and Alvarado school districts.

THE corner stone of the new Mendocino County High School building at Mendocino City was laid November 18th, by the Mendocino Lodge F. & A. M., with the impressive ceremonies of that venerable fraternity. The rites of the lodge were conducted by Deputy Grand Master B. A. Paddleford. The oration for the Masons, written by William Heeser, master of the lodge, was full of public spirit and genuine enthusiasm for American institutions. It was read by Dr. W. A. McCormack. Principal Glidden spoke for the high school, commanding the enlightened policy of the county in giving her young people the advantage of higher education and showing that it paid to do so. Excellent addresses were also made by Principal Stuckey, Rev. A. Fitzpatrick, F. E. Eggleston and students James McMurphy and Alman Paddleford.

STOCKTON has been fortunate for years past in having elected boards of education whose sole aim has been the advancement of the schools. The teachers are selected for their merits alone, politics and favoritism ~~culling~~ no figure whatever in their election. Stockton pays her teachers good salaries, among the highest paid in the United States. The principal of the high school is paid \$2,400 per year; eighth grade teachers, \$1,000; sixth and seventh grade teachers, \$900; fifth grade, \$800. The average yearly salary paid male teachers is \$1,437 50; female teachers, \$816.25. The schools during the past two years have made a great advancement, due to the introduction of modern methods and a modern course of study. Population of Stockton, 20,152. Pupils enrolled, 2,788. Number of teachers, 52. Value of school property, \$268,434.

TEHAMA SCHOOL NOTES.—Principal O. E. Graves, was unable to attend to his duties during part of January.—Owing to high water, Principal J. D. Sweeney missed several days work during January.—Teachers are expecting a short term this year on account of shortness of funds.—We are sorry the JOURNAL souvenir volume of portraits had to be given up.—L. W. Warmoth is named as a candidate for county treasurer.—The *News* is authority for the statement that Supt. Belle Miller, ex-Supt. M. Yager, Vice-Principal G. K. Bingham and Principal J. D. Sweeney aspire to be our next county superintendent. We think the teachers of the county are pleased with Miss Miller's administration.—G. K. Bingham represented Tehama county at Stockton. He did not speak for Red Bluff, after Supt. Linscott's plea for Santa Cruz.—Miss Viola Coffman was ill for a month after institute, and was unable to teach.—One lonesome certificate (primary) was granted at the last examination, and the recipient already had two of a similar character.—The *Midwinter News* contains an excellent account of the schools in this county.—It is reported that a well known schoolma'am will be married as soon as present term closes. Who?—One of our school-houses was destroyed by fire some time ago.—Burr Valley district has been re-animated. "Lake" is the name of the new school district at Findlay Lake.—One of our schoolma'ams, Miss Mattie Phillips, was married recently to R. L. Douglas, of Willows.—Why don't some wide-awake teachers send the JOURNAL notes from other counties? Can't we make our own JOURNAL as newsy as any Eastern publication? Come out and let us hear from you.—S.



ted
be
id
s
t



FRANKLIN SCHOOL, STOCKTON.

THE PACIFIC EDUCATIONAL JOURNAL.

Official Organ of the Department of Public Instruction of California.

VOL. X.

MARCH, 1894.

No. 3.

CURRENT EDUCATIONAL THOUGHT.



THE perfection of teaching is not only to teach how to learn and where to acquire knowledge at need, but to incite pupils by example and precept to love the things that lead to self-culture.—EDWARD HYATT, San Jacinto, Cal.

EDUCATION, I submit, is the proper development and training of all the faculties of man, physical, moral and intellectual. A perfect education, were it attainable, would be the development and training of these faculties to the highest degree of which they are capable, so as to enable man to live the most ample and complete life permissible in his surroundings. We live, and if in the spirit of proper humility or candid philosophy, we look around us upon the various orders of created things, we will see that the law which permeates and governs them all is the law of life. The struggle everywhere is to exist, to live and to continue, either individually or by reproduction, to perpetuate life. Education, then, is the science of life.—HON. D. M. DELMAS, S. F.

A HEALTHY sentiment is taking root in our primary and grammar schools, relative to the study of literature in those grades. We begin to realize that, as so many of our pupils never reach the high school, unless this training be given them in the lower grades, they will never get it at all. I trust that we shall see the day when the study of our literary masterpieces will be substituted for the study of our scrappy text-book readers.—CO. SUPT. F. McG. MARTIN, Sonoma.

I SHOULD include among the non-essentials in arithmetic the greater part of the text-book work in factoring, greatest common factor, least common multiple, circulating decimals, equation of payments, alligation, banking stocks, etc. Many of the useless, obsolete

or purely technical tables in compound numbers should be omitted, or used for reference only. Much of the work in mensuration should follow the work in geometry, instead of preceding it as now. Surely we can find better and more nourishing mental food for our pupils than such useless stuff as I have mentioned.—SUPT. J. A. BARR, Stockton.

THE good to be expected from these conferences, special and general, will be found in the fact that this report will turn the attention of the best thinkers among our teachers to the question of the comparative educational value of the several branches of study. I feel confident that we shall enter upon a new era of educational study with the publication of the report of the Committee of Ten.—WM. T. HARRIS.

THE Committee of Ten, and some of the conferences as well, have fallen victims to that popular psychology which defines education merely as the training of the mental faculties. As though the materials of instruction were a matter of indifference! This preposterous doctrine would destroy the value of the committee's report; for there are many things in the universe besides the nine subjects referred to the conferences, which will serve equally well to train the powers of observation, memory, recording, reasoning, etc. I believe that nothing so develops the faculty of observation as the milliner's business! And how the memory would be strengthened by storing up images of all the rainy days in the year! No, education is not merely a training of mental powers. It is a process of nutrition. Mind grows by what it feeds on; and, like the physical, the mental organism must have suitable and appropriate nourishment. Intellect, with its so-called powers, is only one function of the mind; feeling and volition are co-present and co-essential. *And these three are one mind.*—J. G. SCHURMAN in *School Review*.

WRONG habits in the school-room are readily acquired and they prove to be plants of hardy growth. They sprout in the primary and grow and blossom in every grade of the school. During the early part of the first term, a teacher should strive to encourage in the pupils certain very important traits; among them truthfulness, quietness, obedience and studiousness. Perhaps you will feel that these instructions, added to the work you have already planned of perfecting them in a certain portion of their text-books, will prove too difficult a task. Very well, then, if something must be left undone, omit a part of the "ok-work," but don't slight the first and most important work.—S. L. L. GROVE, Quincy, Cal.

GENERAL DEPARTMENT

The Report of the Committee of Ten.

PROF. ELMER F. BROWN, STATE UNIVERSITY.

The Committee of Ten, appointed in 1892 at the meeting of the National Educational Association at Saratoga to consider the question of the programmes of secondary schools, has completed its labors; and its report, together with the reports of nine special committees appointed by this general committee, has been published by the National Bureau of Education. In transmitting this report to the Secretary of the Interior, Commissioner Harris says: "I consider this the most important educational document ever published in this country." This estimate is abundantly substantiated on a careful reading of the report. There can be little doubt that it makes an epoch in the history of American education.

It may not be out of place to call special attention to a few of the many items of interest in connection with this monumental work:

1. Although ninety-eight different persons were actually engaged in its preparation, the main recommendations were adopted with surprising unanimity. The Committee of Ten, referring to the reports of the special committees as submitted to them, declare that: "In every Conference an extraordinary unity of opinion was arrived at. The nine reports are characterized by an amount of agreement which quite surpasses the most sanguine anticipations."

2. One great reason for this marked approach toward unanimity is found in the fact that a genuine pedagogical spirit pervades the whole. The pedagogical spirit considers studies, methods and all the conditions of a school with reference to the needs of the pupil at the successive stages of his development. Too many of the discussions of secondary school problems in the past have been stiff, dry, and unprofitable by reason of their taking their standpoint of the science studied instead of the standpoint of the student who is to get all possible benefit from the science. The methods in higher institutions may reasonably enough adhere more closely to the internal system of the science; the students in those institutions are mature. But the

children in elementary and high schools are only approaching maturity, and the course of their natural development must affect the course of instruction.

3. The pedagogical spirit leads to the general recognition in this report of certain important principles for which far-sighted teachers have long been contending; principles that short-sighted policy in high schools has too often ignored. Some of these principles are the following: That permanent interest in the subjects of study is the first end to be sought in teaching; that the different branches of study should be intelligently coördinated and closely bound together; that subjects ought to be taken up with younger pupils concretely, in the large and on their more familiar sides, leaving the finer analysis, the more purely intellectual treatment, and the more logical order of procedure to the high school and the collège; that facility in using knowledge itself, readiness in reading a foreign language to be sought as well as knowledge of the grammar of that language, quickness and accuracy in performing mathematical computations to be strongly emphasized, art and science to go hand in hand from the primary school to the college.

4. Laboratory exercises are duly emphasized. At the same time the absurdities to which the so-called inductive method sometimes leads are guarded against. A strict adherence to the inductive method requires either that the pupil progress as slowly as the race has progressed, or that, progressing more rapidly, he be deceived into thinking that the rapidity is all of his own making. In this respect the report presents a comprehensive and practical view.

5. The principle that preparation for college should be secured by getting the best possible high school preparation for life, receives a gratifying endorsement. The committee proposes that secondary instruction cover at least four years; that time enough be given to each subject "to win from it the kind of mental training it is fitted to supply;" that the time allotment for the different principal subjects be approximately equal; that all "short information courses" be omitted; and that "sufficiently continuous instruction" be provided in "each of the main lines, namely, language, science, history, and mathematics." These proposals impress one at once as having weight and substance. The committee recommends four programmes, each embodying these general principles, and proposes that they serve at once as general high school courses and as courses preparatory to the college or the scientific school. While these programmes, like all such schemes, are

doubtless open to criticism at particular points, they deserve a hearty welcome taken together and as a whole. Any boy or girl who has taken any one of these courses under competent instruction will be well prepared for after work in college or scientific school, and will at the same time have received very substantial and virile preparation for life. One is tempted to say much more in praise of this report. It is by no means perfect; but its general excellence far outweighs, in the writer's judgment, any incidental defects that may be pointed out.

Report of the Committee on Secondary School Studies.

HERBERT MILLER, STOCKTON HIGH SCHOOL.

This is the most valuable report ever published by the National Educational Association. The committee was appointed July 9th, 1892. Its report has been eagerly expected for months. It is not a disappointment.

The personnel of the Committee was of the very best. Dr. Eliot, president of Harvard College, chairman; W. T. Harris, U. S. Commissioner of Education; the presidents of the Universities of Michigan, Colorado, Missouri, of Vassar College, two head masters of first-class secondary institutions, and a professor in Oberlin College. The committee divided itself into nine conferences, and added to itself eighty other members of high educational standing, to study the nine subjects considered. These subjects were 1, Latin; 2, Greek; 3, English; 4, other modern languages; 5, Mathematics; 6, Physics, Astronomy, and Chemistry; 7, Natural History (Biology, including Botany, Zoology, and Physiology); 8, History, Civil Government and Political Economy; 9, Geography (Physical Geography, Geology and Meteorology).

The great value of the Report is that it covers the whole educational field as regards these studies below the college. The recommendations pertain not only to secondary but to grammar and primary schools also; and it is in these that reform is most needed. The whole subject has been carefully studied, the relative value of different studies estimated, and the needful time assigned to each in the school life of the child.

Some of the recommendations are revolutionary and will meet with strong opposition, *e. g.*, that the study of Latin, Greek and of modern languages should be begun in the grammar school, even as

early as the age of ten. This is educationally sound, and has been successfully practiced in some grammar schools in Massachusetts and Michigan, but the innovation will be fought by those that maintain that these languages are luxuries and should be reserved for the high school.

The recommendations with reference to English are already pretty well followed in the high schools of this State, but the following statement, as affecting the strong inclination on the part of some high authorities to rely on English alone for linguistic training, is very important.

It is the opinion of the conference that the best results in the teaching of English in high schools cannot be secured without the aid given by the study of some other language, and that Latin and German, by reason of their fuller inflectional system are especially suited to this end.

The recommendations for the study of English in the primary and grammar grades are very specific and admirable.

In Mathematics it is advised that elementary algebra and geometry be taught in the grammar school, geometrical form through drawing from the primary school upwards, and that a considerable part of the commercial arithmetic now taught, and such matters as cube root, duo-decimals, etc., be dropped from this course.

In Science, an excellent series of individual experiments is suggested in chemistry and physics, and it is advised that chemistry precede physics in the high school course. "The story of simple natural phenomena should be introduced into the elementary schools, and this study, so far as practicable, should be pursued by means of experiments carried on by the pupils; also, in connection therewith, in the upper grades of these schools, practice should be given in the use of simple instruments for making physical measurements."

In Natural History it was recommended that the study of plants and animals should begin in the lowest grades, or even in the kindergarten, and "that no less than one hour per week, divided into at least two periods, should be devoted throughout the whole course below the high school to this study." In the high school "the study must consist largely of laboratory work."

The scope of Geography is enlarged to include the whole physical environment of man, under the headings elementary geography, physical geography, physiography, meteorology, geology; the first for the primary and lower grammar grades, the second for the upper

grammar, the other three for the high school. In Elementary Geography "the instruction should extend freely into fields which are recognized as belonging to separate sciences, in later years of study. It should deal not only with the face of the earth, but with elementary considerations in astronomy, meteorology, zoölogy, botany, history, commerce, governments, races, religions, etc., so far as these are connected with geography." A tolerably broad field!

The subjects of history, civil government and political economy are treated with much thoroughness, and specific resolutions are offered, of which the first and most important is:

Resolved, "That history and kindred subjects ought to be a substantial study in the schools in each of at least eight years."

Programmes and methods are also given.

The value of history in the cultivation of judgment, and as a guide to political, social and moral action is clearly and strongly presented.

It is evident that if the measures suggested in this report be adopted, the knowledge of the present grammar and primary school teachers must be very much increased. Two means are suggested to this end. 1st—Special or departmental teaching; 2nd—The instruction of the present teachers by the special teachers, teachers in high schools, Superintendents, summer schools, etc.

The fact is plainly acknowledged that the child from the very first comes in contact with the whole of knowledge, but can take only as much as its little sphere can hold. But this sphere expands constantly, and that it may expand symmetrically it is necessary that all the knowledge with which it comes in contact, science, literature, art, shall be taught intelligently and in proportion to its understanding. Scientific education is the giving of the right knowledge, developing the innate power, at exactly the right moment. The second of these is even more important than the first, for "the great end of education," as one sub-committee states, "is to create productive ability."

The interrelation of all studies is fully recognized and emphasized. The cultivation of pure English should be prominent in all. History helps geography, and geography science. There are no intellectual fences between the fields of knowledge, but the mind should look from one to the other without hindrance.

Drawing is recommended as a method of recording observation in science and history. In fact, it is invaluable; for it can tell more than the written word, and more accurately.

Industrial and commercial subjects are not treated by the committee, as it considered these subjects to lie outside its domain. It is remarked, however, that "it would be easy to provide options in such subjects."

The average school life of the American child to-day does not exceed five years. Strenuous effort should be made in two directions: 1st—To lengthen that period; 2nd—To teach during that period in the best manner the things of the greatest value. One sub-committee states: "Our interest is in the school children who have no expectation of going to college, the larger number of whom do not even enter a high school."

This report is the best attempt yet made to suggest subjects and methods for any public school teaching. I believe that the education it outlines should be supplemented by the industrial and commercial training, about which it is silent. In commenting upon it I have dwelt chiefly on the recommendations regarding the primary and grammar school courses as the most important. Those respecting secondary education, though valuable, are already largely pursued in our State high schools.

I append a table suggested for secondary studies:

[NOTE.—The abbreviation "p." stands for a recitation period of 40–45 minutes; and the figure preceding it indicates the number of weekly periods assigned to the subject so designated. Supposing, then, the recommendations of the conferences were carried out, the resultant programme for a secondary school would be as follows:]

1ST SECONDARY SCHOOL YEAR.	2ND SECONDARY SCHOOL YEAR.
Latin.....	5P
English { Literature.....2P } Composition.....2P }	4P
German (or French).....	5P
Algebra.....	4P
History of Italy, Spain & France..	3P
Applied Geography (European political-continental and oceanic flora and fauna).....	4P
	<hr/> 25P
	Latin.....
	Greek.....
	English { Literature.....2P } Composition.....2P }
	German, continued.....
	French, begun.....
	Algebra* { 2P }
	Geometry { 2P }
	Botany or Zoology.....
	English History to 1688.....
	<hr/> 33P

*Option of book-keeping and commercial arithmetic.

3RD SECONDARY SCHOOL YEAR.		4TH SECONDARY SCHOOL YEAR.	
Latin.....	4P	Latin.....	4P
Greek.....	4P	Greek.....	4P
English { Literature.....2p Composition.....1p }.....	4P	English { Literature.....2p Composition.....1p Grammar.....1p }.....	4P
Rhetoric.....1p.....			
German.....	4P	German.....	4P
French.....	4P	French.....	4P
Algebra* 2p }.....	4P	Trigonometry }	2P
Geometry 2p }.....		Higher Algebra }	
Physics.....	4P	Chemistry.....	4P
History, English and American... 3P		History (intensive) and Civil Gov- ernment.....	3P
Astronomy 3p 1st $\frac{1}{2}$ yr. }	3P	Geology or Physiography, 4p 1st $\frac{1}{2}$ yr.	
Meteorology 3p 2nd $\frac{1}{2}$ yr. }	3P	Anatomy, Physiology, and Hy- giene, 4p 2nd $\frac{1}{2}$ yr.	4P
	34P		
*Option of book-keeping and commercial arithmetic.			33P

Instruction, Secretary Brooks Thinks, Is of Secondary Importance.

Dr. Edward Brooks, Superintendent of Public Schools, speaking recently before the Philadelphia Teachers' Institute at the Girl's Normal School, on "The Teachers' Ideal," said:

"A true conception of education is that its object is two-fold—the development of the powers of man and the furnishing of the mind with knowledge. The development of the powers is technically known as Culture; the furnishing of the mind with knowledge is called Instruction. The work of the teacher is thus two-fold.

"Culture is the fundamental object of the teacher's work. The aim should be not to put so much knowledge in the mind as to draw so much power and skill out of the mind. The teacher is to train the intellect to acute and accurate perception, the memory to strong retention and ready recollection, the imagination to create objects of beauty, and the understanding to reason with skill and draw accurate conclusions. Above all, she is to develop the moral nature, aiming to attain to that which is highest in education—the culture of character. Scholarship, thought-power, character, these three; but the highest of these is character. Culture lies at the basis of all progress in language, literature, science and government.

"The second object of education is that of furnishing the mind with knowledge, which is effected by instruction. This furnishing the mind is done in two ways. Some kinds of knowledge must, as it were, be put into the mind. Thus the facts of history or geography, as they lie in the teacher's mind or in the text book, must, by language, be transferred to the mind of the pupil. Other subjects are not put into the mind from without, but are developed from the mind itself. This is true of the so-called 'thought studies.'

"To give this culture and to lead the mind to unfold knowledge from within is a high art, and the teacher who can do it is an artist."



METHODS AND AIDS.

Editor PACIFIC EDUCATIONAL JOURNAL:

I enclose a series of questions and answers which I have given and received in my efforts to develop the idea of a preposition, according to my definition of the same. My plan is simpler, I think, than the one I read in your November issue. Yours truly,

Wm. H. WILLSON, Lemoore Public School.

POINT.—To develop idea of and give term preposition.

MATTER.—A word placed before another word to show the relation of the object or action named by that word to the object or action named by some other word in the same sentence, is called a preposition.

A few of the sentences used:—1. The book on the table is red. 2. The book under the table is red. 3. The chair by the window is large. 4. The boy goes to school. 5. He goes to study. 6. John went by the house.

Obtain first and second sentences from children.

Teacher. What book are we talking about? Child. The book on the table. T. What tells you which book it is? C. Words "on the table." T. What of the book does this tell us? C. Where it is. T. From the words "on the table," do I know just where the book is? C. No. T. What, then, do I know of the book? C. You know where the book is as regards the table. T. From what do I know it? C. From the word "on." (Teacher marks "on.") T. Find a word in the second sentence used in same way. C. Word "under." T. What have we learned of the words "on" and "under?" C. They tell where the book is as regards the table. T. Instead of saying, "these words tell where the book is as regards the table," we say "they show the relation of book to table." T. What does the word "on" show the relation of? C. Of book to table. T. Point to the book. T. Is it the word "book," or what book is it? C. The object book. T. (Pointing to word "book.") What is this of the object? C. The name. T. What does the word "book" do for the object? C. Names it. T. What does the word "on" do? C. The word "on" shows the relation of the object named by the word "book." T. The

word "on" shows the relation of the object named by the word "book" to what? C. To table. (In same manner get object "table.") T. Tell me what the word "on" does? C. It shows the relation of the object named by the word "book" to the object named by the word "table."

Examine sentences 2 and 3 in same manner.

T. Find the word that shows relation in the fourth sentence? C. The word "to." T. What does the word "to" show the relation of in this sentence? C. It shows the relation of the object named by the word "school" to the object named by the word "goes." T. Is the word "goes" the name of an object? C. No. T. If not the name of an object, what is it the name of? C. The name of an action. T. Then what does the word "to" show? C. It shows the relation of the object named by the word "school" to the action named by the word "goes."

Teacher has children examine rest of sentences and mark object and action.

T. (Pointing to prepositions). What do these words do? C. They show the relation of the object or action, etc. T. How many do this? C. All. T. (Pointing to prepositions). Where are those words that show relation in regard to the words whose relations are shown? C. Before them. T. How do they happen to be before them? C. You wrote them there. T. For what purpose? (C. tell.) T. What is true of these relation words? C. Gives statement. T. Of how many is it true? C. Of all. T. What is true of all? C. That these words are placed before other words to show the relation of the object or action named by those words to the object or action named by other words. T. Which are found where? C. In the same sentence. T. Now give complete statement. (C. does so). T. These words placed before other words, etc., we call prepositions, because the word "preposition" means placed before. T. What is a preposition? C. A word placed before another word to show the relation of the object or action named by that word to an object or action named by another word in the same sentence is called a preposition.



SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

Some Changes in Superintendency.

[A paper read before the Department of Supervision of the State Teachers' Association, by Frederic L. Burk, of Santa Rosa.]

(Concluded from February Journal.)

The chief duty of the superintendent of the present, I believe, is to prepare the way and to purify the atmosphere of the school for habitation by such a corps of student teachers. Yet this is no easy task in a land where the ghoul who lives to prostitute the educational rights of the next generation to the foul uses of personal and political patronage still prowls about shamelessly in open daylight; in a community when public sentiment, while requiring that none but professional physicians shall treat the bodies of children, will allow any fool, who may be waiting for some other job to turn up, to tamper with the mental growth of children; and in a land where the laws of the State contain no recognition of the right of a skilled and professional spirit to govern the schools, but leave them almost wholly in charge of an elective body imbued with common popular fallacies, more or less untouched by the profound complexity of the educational problem.

While the superintendent of the past has trafficked with these external forces, and, indeed, has too often been the made product or quotient of them, the new superintendent must make the struggle with them one of life or death.

Let us suppose these external problems solved—though everyone of us in the harness knows they are far from solution—let us suppose the atmosphere in and about the school has been purified. What next? How shall the new education be promulgated?

I am inclined to believe that, with the establishment of a corps of student teachers breathing an atmosphere freed from positively poisonous influences, the problem of introducing the methods of the new education is thereupon largely solved so far as the work of superintendency is directly concerned. The problem thereupon belongs, not exclusively to supervising officers, but to the corps of teachers as a

body and as individuals. The main business of superintendency thereafter will be to keep the tracks of individual freedom clear and the wood-box, which furnishes fuel for enthusiasm, full.

I cannot lay the stress of importance too heavily upon this matter of spontaneous student enthusiasm, for I am thoroughly convinced that it is the only firm and lasting foundation for a safe and substantial education. As in the schoolroom of the new education the cultivation of natural interest on the part of pupils is the teacher's main and only direct aim, from which the facts of knowledge and method of their arrangement seem to be produced as mere incidents, so in the school department the direct aim and purpose of the superintendent must be the natural and spontaneous interest on the part of teachers, from which methods of teaching will spring with seemingly incidental and effortless spontaneity. And, also, as in the modern schoolroom the teacher as a central figure has receded from the field of view, and to the untrained eye of the superficial observer, seems to be merely a careless spectator, so in the new school department the superintendent must fade from active consciousness. And yet, as all trained observers know, the teacher's real importance has increased in the modern schoolroom rather than decreased, so also there need be no fear that the superintendent is making his office a sinecure, even though it loses some of its tawdry outward lustre.

Enthusiasm is a matter largely of the emotions. While extremely volatile, nevertheless its germs multiply rapidly in a favorable atmosphere. Perhaps it is best cultivated by guarding the conditions rather than by direct means. Under the theorem then that the organization of the school department should be democratic, what will be the relations of superintendency?

I. It will be manifest that the supervising officers so called are not properly the inventors of systems or methods of teaching. They may formulate or assist in the development of methods, but the origin of invention must be in close contact with the concrete. "Concepts without percepts are empty, and percepts without concepts are blind," says Kant. So the theorist working at a distance from the concrete, and the practitioner without a mind trained and broadened by theory, are equally dangerous in the work of inventing methods. This work belongs with necessary exclusiveness to those whose minds are trained to abstract theory from the concrete, and who constantly handle the concrete. Such an individual is the student teacher. From such persons can the only real and safe methods come. Still there is a place

for the supervisor here, not as a dictator, but as the man in the background who keeps the soil, out of which living education grows, well cultivated and free from weeds. Nor can he be the wise man who definitely answers knotty problems of methods, but he must be rather the fool who asks them or causes them spontaneously to spring up in the mind of the questioner. As in all development there ever remains attached to the higher organism useless remnants of the old, so to the new education necessarily will cling many useless remnants or traditions, preserved because it occurs to no one to question their right to existence. In this age of reconstruction our work is largely to analyze what we do and why we do it; to pick out and preserve those elements conformable to present conditions, and to cut off the dead and outworn elements. Is there not really a place for a live, healthy fool who will rove among the real workers, and ask a fool's timely questions about matters hitherto unquestioned because traditionally sacred?

II. If methods are not to be born as edicts from the superintendent's office, what then is to be the function of that office in relation to methods? Could not the relations be reversed? Instead of being the origin of methods may it not become the place of deposit or reservoir, and the superintendent a sort of quicksilver globule, which, rolling about from place to place in the quarry, will gather up the yellow grains of coöperative experience. When several teachers are dissecting the same problem, may it not be the superintendent's business deftly so to manipulate matters that the labor will not be simply individual but coöperative. We have been experimenting somewhat on this line in Santa Rosa, with some encouraging results. When, by personal conversation, it is discovered that several teachers are attacking the same problem individually, a set of questions worded to bring to the surface common experiences are sent out with requests for the results of experience. A superficial expectation would be that divergence would be the result. But inasmuch as thoughtful observation upon common experience tends to produce common opinions, so this method results not in divergence but in convergence. Such convergences of individual experience are the elements of a department system. Such a system is home-made and is imbued with a personal sense. The intrinsic value of a system thus created needs no explanation to those who understand the primary elements of human nature.

III. The system of supervision implied by the practice of visiting school-rooms to see if teachers are doing their work, to determine if they are using so-called right methods, etc., must be one to be laid

upon the shelf of the past as rapidly as the architect takes the place of the hod carrier. The architect needs no watching, and the flashlight inspection of this kind is wholly inadequate to determine anything. Nevertheless, the superintendent must be intimately familiar with every detail of the work going on if he is to take any intelligent part in it, to understand the difficulties and see the ends to which it is leading. Some more adequate method must be invented. The form of this method will vary with the conditions of different school departments. In Santa Rosa we have been trying various expedients. Among the most successful is a system of written reports. The teacher who is attacking some special problem, writes out the conditions and difficulties under which she is working, the purpose she has in view, and the underlying principle of her method. These are filed in the principal's office, and they not only acquaint the principal with the facts necessary to make the method comprehensible when a visit to the room is made, but also these reports being open to inspection by any one become a contagious source of ideas for others working on similar lines. The fact that nearly one hundred such reports have been filed by a corps of twenty-four teachers during the past five months, indicates that the plan is a feasible one.

My time is up. The principle I have tried to illustrate is simply this: The requirements of the new education are that teachers should be professional students of the abstract on the one hand, and expert mechanics in the concrete on the other. A democratic organization is an essential to the development of such teachers. Superintendency must therefore be shaped to meet this demand.

DR. GUSTAV LEIPNITZ, one of the best known German-Americans in the West, died recently in San Francisco, at the advanced age of 83 years. He was one of the famous and picturesque characters of pioneer days. He was widely known by the suggestive title of "The Snake Doctor." Although not a snake charmer, he was far more daring with his handling of serpents than most of the professional charmers. He handled fearlessly many of the most venomous of the most deadly reptiles. His theory was that the snake is not aggressive and will not strike unless danger is threatened. By handling them gently he claimed that all danger was averted.





NORMAL DEPARTMENT.

San Jose Normal School.

LEROY E. ARMSTRONG,	- - - - -	Editor-in-Chief
KATHRINE BIRDSALL,	- - - - -	Associate Editor
F. GENEVIEVE SAVAGE,	- - - - -	Business Manager

We have passed through the period of Senior receptions, graduating exercises, congratulations, and sad farewells once more. For various reasons we Normalites look forward to the end of each term with pleasure. To some of us it means graduation,—a pleasant thought to others, promotion, and all of us anticipate that spirit of jollity and happiness which pervades the Normal atmosphere at the close of each term. At that time we are perfectly willing to be pleased, so we enjoy to the fullest extent the festivities that this season affords.

The forty-fifth class, consisting of fifty-two members, was graduated on February 2, 1894. The exercises were simple but appropriate. After a few vocal choruses by the school, Dr. Dinsmore offered prayer, the diplomas were presented by Prof. Childs, then Prof. Barnes delivered a very interesting and able address to all present, but more particularly to the graduates. Supt. Anderson followed with a few well-chosen words of advice, and then another song concluded the exercises. Congratulations and tearful good-byes were indulged in for a time, but at last all vacated the great building and the members of another class had gone forth to the chosen work of teaching. May success attend them !

The reception given to the graduates was quite novel. An Egyptian dinner party had been arranged for by the Senior B's, and each member of the class had been assigned a part. In their quaint Egyptian costume, suitable to their rank, the grandes with their servants, foot-washers, and mummy-carriers, appeared on the stage with the host and hostess, and after a grand march, they seated themselves

and the feast was served. The audience were also treated to bread and dates. The remainder of the evening was spent socially, chatting, laughing, and promenading around the pyramid in the lower hall.

Methods and Devices.

(Continued from February Journal.)

GEOGRAPHY.

Grade—First part of fourth year.

Points—To teach how maps are made, and the use of globes and maps.

Materials—Orange, globe and map of world.

Object—To train conception by use of constructive imagination.

INTRODUCTION.—In this lesson I should first try to gain the interest and attention of the children by talking with them about our knowledge of the world in general. I should ask how it is that we of to-day know so much about the world. We have traveled but little, and have seen few of the countries about which we seem to know a great deal. In substance I should expect the reply to be that nearly all of our present knowledge comes to us through books, by means of drawings, pictures, maps, etc., left by men who lived and died long before we were born. I should tell them that when men first began to explore unknown regions they would mark down the routes they had taken. This was necessary in order that they might keep an account of all their wanderings, and also be able to explain them to others. This was the beginning of map drawing, and now we shall try to learn how maps are made and used, to help us who cannot travel and see for ourselves.

BODY.—I should have an orange with an outline of the continents sketched upon the peel, and tell the class that this orange represents the earth as a whole. (Modifying imagination). I should first call their attention to the relative position of the continents on the surface of the globe, and then incidentally show them where they lived, and various other places of interest to them. The next step would be to carefully remove the peel from the orange, and flatten it out. Then I should have them examine the peel and see if the continents and oceans kept their relative positions. The idea of north, south, east, and west could now be easily developed. I should then have one of the class replace the peel on the orange, and I think the chil-

dren could see very distinctly that a map is simply a true representation of the earth on a plane surface. (The idea of plane surface should be brought out when peel is flattened).

The next step would be to introduce the school globe and map of the world. I think by means of the orange the children are now ready to see the relation between the map and the globe. I should tell them that on this globe or map were represented every island, country, and body of water of an appreciable size on the surface of the earth; that places were represented here as man discovered them, just as objects on the playground are represented by pupils when they sketch the school-yard.

To interest, and also to deepen conception, I should point out on the globe where they lived, and other places that they asked about, and then have different ones find same places on map. I should tell them that they might play they were Columbus and his crew, and then should have them follow the route he took to reach America, both on the globe and the map. (Modifying imagination).

DRILL AND SUMMARY.—For the drill and summary I should continue along in this line, varying the requirements, of course. For instance, I might ask how many would like to have me show them where different people live—the Chinese, Japanese, Esquimau, etc. I should then point out the places on the map, and have members of the class find the same places on globe, or *vice versa*. Then I should have members of the class do all the pointing out, while I mentioned places for them to find, such places as the continent on which they lived, the largest island they can find, etc.

In this lesson I do not expect that the children will remember all of the different places they have pointed out on the map and globe. The point is simply to show that either or both maps and globes may be used, and that each is a true representation of the earth's surface. Here I should ask why both are necessary for us to use, and by appealing to their imagination have them see that if we had a ball large enough we could make a globe by simply placing the map around it.

This lesson should serve as a general introduction to the study of maps and globes.

MYRTIE M. YOUNG, Senior B.³

TRAINING THE ATTENTION.

(A device for drill in quick addition and multiplication).

Place two or more columns of figures on the board, and after each

figure in the last column have the name of some pupil in the class, as

3	4	Addie
8	7	Mary
6	9	Lucy

Then point rapidly from some figure in the first column to one in the latter, and the pupil whose name follows should answer immediately; if he does not, call on the class. This will cause the entire class to give attention. For instance, if you point from 6 to 4 and Addie does not answer readily "ten," if the drill is for addition, or "twenty four," if for multiplication, call on class. By pointing quickly and removing the pointer from the figures immediately, a lively interest can be kept up. To equalize the work change the names occasionally.

ANTOINETTE HECTOR, Senior B Pedagogy.

Los Angeles Department.

MISS BELL E. COOPER,	MR. JOSEPH E. BRAND,	Editor-in-Chief
MR. ROY J. YOUNG,	MISS MARY F. HALL,	Assistants
MISS ORABEL CHILTON,		
MISS HELEN VINYARD,		

Now that the wild flowers are coming into bloom, the Normal School pupils spend their Saturday afternoons and other leisure moments in seeking botanical specimens, and gathering bunches of the brilliant poppies that so plentifully besprinkle the neighboring foot-hills.

The unexpected holiday on the day succeeding the anniversary of Washington's Birthday was greatly enjoyed and appreciated.

On Friday, January 26th, the school celebrated the anniversary of Scotland's sweetest singer and most loved poet, Robbie Burns. Few poets possess his wonderful powers of touching the heart of mankind.

Several selections from the poet's best-known poems were read or recited, while the vivid imagery of the essays carried us far away to the romantic land of heather. A quartette pleasingly rendered the soul-stirring songs: "My Heart's in the Highlands," and "Ye Banks and Braes o' Bonnie Doon," and the varied programme closed with the whole school uniting in singing the dear, familiar song, "Auld Lang Syne," and from the hearty feelings expressed thereby, a stranger might easily have imagined that all were sons and daughters of "Bonnie Scotland."

In addition to their general psychology work, the Senior Class is now devoting one day a week to the history of educational reformers. It is the intention of Professor Pierce to have speakers of various nationalities give before the class brief talks on the educational methods in foreign lands, and much pleasure, as well as benefit, is anticipated therefrom.

The Senior Class recently enjoyed a novel St. Valentine's party. The Gymnasium was heated and brilliantly lighted for the occasion, and upon the arrival of the merry pupils, an enjoyable evening ensued, such as the solemn walls of the sedate gymnasium have seldom witnessed.

Numerous interesting games *a la* Ann Arbor, were successfully conducted by Miss Merritt, and one of the pleasing features of the evening was the introduction of conversational topics, written on dainty valentines. On the whole, the evening was a most pleasant one, and we hope it will not be long before we again have the opportunity of meeting socially.

The Middle and Junior Classes have organized literary societies, and each Friday devote an hour to the various exercises, in which much interest is manifested.

One afternoon recently, Miss Kate Ball, of Boston, addressed the school on the Prang System of Drawing, presenting her subject in a charming manner. She had with her much of the material from the Chicago exhibit, which proved very interesting. The methods outlined by her coincide largely with those used in our own school, the substance of her remarks being as follows:

"Prang is art education. It belongs to the industrial arts, being to them what penmanship is to literature. All the work is based on form study, or observation; thus drawing is an expression of form, or, in fact, a matter of seeing. If a child sees an object as he should, he will be able to express it; the eye must be trained to see what is placed before it, and to reproduce it. Simplicity, the foundation principle of art, is aimed at; form and color being co-ordinated. One had only to look at the models to perceive that they certainly develop both at the same time. Historic ornament is largely used. A child must be taught to appreciate beauty, which has a commercial value, this system aiming especially to bring beauty down to the people in the ~~alks~~ of life. It also aims to develop the child along practical

Our Educational Palace.

Most of us are familiar with the charming tales of the "Arabian Nights' Entertainments," and perhaps, there still lingers with us the delightful sensation of wonder and astonishment which we experienced when first reading the story of Aladdin and his magical palace. Probably all of us have long since disavowed all belief in genii and similar supernatural beings, and have become plain, ordinary, practical, unimaginative persons. But despite our lost beliefs, there is rapidly arising before us a structure equally as wonderful as that of Aladdin;—our new Normal School building. Daily the fairy hands of workman labor here; trowels ring out their silvery notes, hammers strike in with their deep base tones, while a merry chorus of minor sounds fills in the interludes.

Soon our structure will be finished; then we "Gleaners in the Field of Lore" shall enter this educational palace, ever delving deeply into the hidden mysteries of knowledge.

Pedagogical.

The pupils of the Fourth Grade of the Training School were recently told the mythological story of "Pegasus, or the Chimera," and were then asked to write it in their own language. The following reproduction is by a little girl of 9 years, and certainly it is deserving of commendation.

The introduction of mythological stories into the primary course is a recent innovation, but teachers are much pleased with the result of their work, and surely the following shows that the pupils manifest great interest in these imaginative tales.

We give the reproduction just as it was written by the child, with the exception of some corrections in spelling and punctuation, hoping that thereby the teachers of our State may obtain at least a partial answer to the common query: "What shall we do to amuse, and at the same time instruct our primary pupils?"

The Chimera.

Once a man named Bellerophon came to a fountain to find a winged horse named Pegasus, and he had in his hand a bit. There were standing at the fountain two men, a boy and a maiden; he asked the old man what he knew about Pegasus, and he said he had seen

footprints, but other horses might have made them. Then Bellerophon asked the young man, and he said he did not believe in Pegasus. Then he asked the maiden, and she said she had heard him give a loud neigh, and it scared her, and she ran into the house and broke her pitcher. Bellerophon asked the little boy if he knew anything of Pegasus, and the little boy said he believed in Pegasus, and on nice summer days when he was sailing his toy boats on the fountain he would see shadows of a winged horse, but when he would look up it would disappear. Bellerophon took faith in the little boy.

He asked the maiden what the name of the fountain was, and she said it was the fountain of Pirene; then he asked how the fountain came there, and she said her grandmother told her there was a beautiful lady standing there, and she had heard her son was killed in war. While she was weeping she melted away into tears, and turned into this beautiful fountain. Bellerophon said it seemed as if there never could be sorrow in such a lovely fountain, which had lovely water in it, clover buds, trees and grass around it.

When all the people went away, the boy and Bellerophon stayed there a good many days. Bellerophon had given up in despair, but the little boy every day had some new hope, and this time the boy said he was sure they would see Pegasus to-day, but the day passed on and they began to think they would not see Pegasus, but by and by the boy said "Come to the fountain, and there they could see a shadow in the water, but they could not tell what it was, but they thought it was Pegasus; it came nearer and nearer; then it disappeared.

Bellerophon said they had better get behind the trees so Pegasus would not see them, because if he did see them he would go away and not come back. So the boy and Bellerophon went back of the trees; so Pegasus came down; he drank some water at the fountain, then eat some clover buds and grass, but Pegasus did not like it as well as the grass on the top of the high mountain where he slept at night.

Only once in a while Pegasus would come on earth on nice summer days; he would come down to the fountain and drink the water and play a while, then fly off. When Pegasus was through drinking, he laid on the grass and rolled a while. Bellerophon and the little boy were watching every minute for a chance. Pegasus had his two front feet forward, all ready to get up, when Bellerophon sprang upon his back. Pegasus flew off, he jerked and turned a somersault in the air, and tried every way to get Bellerophon off; but he could not, because Bellerophon was a very good rider.

At last Bellerophon got the bit in Pegasus's mouth, and he became tame, and Bellerophon could make Pegasus go wherever he wanted him to go. Then they went to the mountain where Pegasus slept at night. When they got there Bellerophon did not know whether to take the bit out of Pegasus's mouth or not. He thought if he took it off Pegasus would fly away and never come back. At last Bellerophon took the bit off Pegasus, because he thought Pegasus could not sleep with a bit on. When he took it off Pegasus flew up in the air, and Bellerophon thought he would not come back, but Pegasus came down and stayed with Bellerophon.

Bellerophon rode around with Pegasus several days and had a lovely time.

Bellerophon began to think it was time to go to Lycia and kill the Chimera.

The Chimera was an animal with three heads—a dragon's, a goat's and a lion's head. Out of each mouth came smoke and fire; with its breath it burned fields of grain and houses.

So one morning Bellerophon started to Lycia. It was about noon when he saw the mountains of Lycia; in one of the mountains he saw smoke. When he came nearer he saw three heads, a goat's, a lion's and a dragon's head. The lion's and goat's heads were asleep and the dragon's head was awake.

Pegasus gave a loud neigh and woke the other two heads up. He had a great time trying to kill the goat's head. At last Bellerophon killed the goat's head, and the lion's and dragon's heads became stronger and madder; the lion roared and the dragon hissed so loud that the King of Lycia could hear it.

At last Bellerophon killed the lion's head, and the dragon got still madder, it hissed so loud that the King could hear him. The dragon wound itself around Pegasus, and Pegasus flew up in the air. It was a long time before Bellerophon could kill the dragon; at last Bellerophon killed it and it fell to the ground. There were a pile of bones as high as a hay-stack.

Then Bellerophon went to the fountain and took the bridle off Pegasus and said: "Pegasus, you deserve your freedom; you have been a brave friend to me." But Pegasus would not go; he stayed with Bellerophon. They stayed several days at the fountain, and then he went to the King and told him he had killed the Chimera.

CALLIE KOSTER.

(Age, 9 years. Fourth grade)

Chico Normal School.

The State Normal School at Chico opened for the spring term with a larger number of pupils than ever before. This shows the steady advance which the school is making, and its growing popularity is proved by the fact that there are in attendance pupils not only from the northern counties, but from Stockton, San Jose, and even from San Bernardino. The latest addition to the school is the entrance of a man, wife and child, the man and his wife having entered the Normal, and the child the Training Department.

The work in every department is progressing smoothly and harmoniously, pupils and teachers being interested alike in making the most of every opportunity. But alas! the atmosphere has been plentifully charged with every degree of "blues" for the last few days—the monthly reports have been handed in. It is an interesting study to sit in the Principal's office and watch the expressions of expectancy which accompany the oft-repeated question, "Am I above?" Professor Pennell, always kind and obliging, answers, and the expressions change either to lively demonstrations of joy, or to disappointment and tears.

The two literary societies of the Normal, the Alpha and the Adelphian, gave an entertainment on the evening of the 21st, in honor of Washington's Birthday, and also as a welcome to the new students. The program was very well given and received, one special feature being a farce, "Never Reckon your Chickens before they are Hatched," which was exceptionally good for an amateur effort.

On the evening of the 23rd, the eighth lecture of the regular course was given by President Kellogg of the State University. His subject, "General and Special Culture," was well adapted for our school. The seventh lecture of the course was given by General Armstrong, who described very vividly the struggles of Italy for freedom, and the heroic acts of Garibaldi.

Spring is coming. We feel it in the warmth of the sunshine, and in the heaviness of our eyelids during recitations; we see it in the green grass and flowers, and in the freckles of the girls; and we hear it in the twitterings of the early birds (who "catch the worms"). We hail it with gladness, for with spring come thoughts of graduation, visions of class colors, class mottoes, class pins, and for the girls graduating dresses. May all our hopes be realized and may the June sunshine smile on all the thirty-two as teachers fully prepared to work and to win.

LISTENER.

* * * —————
EDITORIAL.
————— * * *

SUPT. NORVELL, of Merced county, has a practice that might well be followed by other Superintendents, of announcing on neatly printed mourning cards mailed to teachers and school officers, the death of any person officially connected with the schools in his county. The notice is always accompanied by a short biographical sketch which calls particular attention to the deceased's contribution to educational work.

IN each of our three Normal schools, the students publish a paper which furnishes a species of training that none of their other work exactly supplies. Neatly printed, newsy and bright, each is a credit to its school. The editor feels gratified, too, that these young people are taking an interest in the JOURNAL, and takes pleasure in calling the attention of the teachers of the State to the educational news, devices and methods appearing from month to month in the Normal Department.

THE munificent bequest of J. C. Wilmerding, of San Francisco, for a trades school is a timely recognition of a strong movement in the direction of what the general public understands by practical education. The location of the proper plant where a site can be had, either as a gift or at a low price, will leave an amount to furnish a permanent income that will accomplish the end desired. The State University is to be congratulated, and coming as this gift does upon the heels of the recent provision of Thomas Stanford for library purposes at Palo Alto, another evidence is furnished that one good deed prompts another, and that the friends of both great schools are on the alert.

FROM the annual statement of the Commissioner of Education, dated November 3, 1893, we glean the following:

	1889-90.	1891-92.
Number of pupils enrolled in the common schools,	12,722,581	13,203,786
Total number of teachers { Male,	125,525	125,551
{ Female,	238,397	252,880
Average number of days schools were kept open,	134.7	137.1
Total expenditure (excluding debt paid),	\$140,506,715	155,980,800

In length of term and generous expenditure the signs are encouraging. It is to be regretted, however, that relatively and absolutely the number of male teachers is decreasing.

SAN FRANCISCO school children's day at the Midwinter Fair was a pronounced success. The grounds and the buildings were practically abandoned to Young America. No better evidence was needed of the discipline of the schools than a view of the mob at the gate before Supt. Swett and many of his teachers arrived, and the orderly and patient, though eager, lines awaiting their turn after the teachers appeared upon the scene. Although there were twenty-five thousand or more children on the grounds, hurrying, peering, crowding, intense, there was little if any exhibition of bad temper, but on the contrary many a show of juvenile gallantry and politeness creditable alike to teacher and pupil.

SUPERINTENDENT BURK'S article is concluded in this number. Through its spicy humor, its racy, free style, there are apparent both university training and journalistic experience, but there are the gleam of armor and the flash of sword too. He battles against an old tyranny and for a new freedom. He voices a cry for the teacher and for the child. He is not an old-time carpenter whose recommendation lies in building strong boxes for the secure packing of refractory freight. The point he makes prominent is one that has appeared to every capable Superintendent, though they may not have been able to put it so well, namely; that as the wise teacher receives his most fruitful suggestions from a study of the bent and unfolding of the individual pupil, so the student superintendent gets his best inspirations from the actual work of his most capable teachers, and derives the schemes for which he receives credit, from a careful comparison of plans and methods which he has observed in his school visits.

REFERENCE was made in the February JOURNAL to efforts that were being made to hold an Educational Congress at some date during the Midwinter Fair. Prof. Elmer E. Brown, of the State University, sends the following letter in reference thereto:—"DEAR MR. FISHER: The General Executive Committee for the Midwinter Fair Congresses decided some weeks ago to have an Educational Congress, and took preliminary steps to that end. A committee on an Educational Congress was appointed, consisting of six persons living near enough to San Francisco to make it an easy matter to bring them together for committee meetings. This special committee consists of Professor George R. Kleeberger, of San Jose, Judge Charles S. Slack, of San Francisco, Professor Fernando Sanford, of Leland Stanford Jr. University, Principal W. T. Reid, of Belmont, Principal J. B. McChesney,

of Oakland, and myself. This committee has held several meetings, but has been unable as yet to map out more than a tentative program. It has seemed in every way desirable, if not absolutely necessary, to the success of the undertaking that the presence of some strong educational men from the East should be secured. There are no funds at the disposal of the committee for this purpose, and it has been necessary to ask for free transportation from the railroads. We are very hopeful that the railroads will grant this request, but no answer has as yet been received. An advisory committee has been appointed, consisting of prominent educators from various parts of the State. The time selected provisionally for the Congress is May 8th to 11th. It is proposed to devote one evening session to the Chautauqua movement, another to the Report of the Committee of Ten, and the third to Manual Training. One of the afternoon sessions is to be devoted to the consideration of the Course of Study for Secondary Schools, and another to the subject of Child Study. The morning sessions are to be taken up with Round Table Conferences. One of these will be devoted to the question of Supervision (city and county), another to Systematic Pedagogy, and the third to the question of Science in the Secondary schools. Further than this we have not gone. We hope to present a somewhat complete program for publication in your April number. I send this incomplete report that it may come out in the March number, and give the teachers of the State all the information that we possess at the present time. Dr. Harris has been invited to take part in the congress, but has written that he cannot come owing to the pressure of other engagements. President Angell writes declining to make a positive promise at this time, but intimating that he may be able to come. President McAllister, of the Drexel Institute, Philadelphia, President Eliot, of Harvard, and Nicholas Murray Butler, of Columbia, have been invited, subject to the condition of our securing transportation favors; but their answers have not yet been received. We hope to secure the presence of Dr. G. Stanley Hall, of Clark University, but have as yet no assurance that he can come."

WE publish in this number two views by prominent California educators of the report of the Committee of Ten. Neither knew of the contribution of the other, and neither, so far as we are aware, was acquainted with the other's attitude toward the report. Professor Brown occupying the Chair of Pedagogy at Berkeley, and Principal Miller of the Stockton High School, are not only students of the gen-

eral educational field, but they are also both familiar with elementary and secondary instruction in California, so their articles may fairly be taken as representative of the educational opinion of this State on this remarkable and to us most timely report.

We are fairly started in a new era of High School effort. Recent legislation springing from the necessities of the situation and spurred by the presence of two great universities has brought the question of secondary schools fairly and fully before teachers and the general public. A considerable number of union district, town and city high schools have been created, and long established ones have reorganized under the latest Act of the Legislature. How many courses shall these schools offer? How prominent shall preparation for the universities be made? Shall classical, scientific, economic, business or Normal training be given first place? What shall be the length of the course and the preparation for entrance? Shall the work of the primary and grammar grades be reshaped and reorganized looking toward preparation for these high schools? If so, how, and by whom? Is there to be any agreement and concert and how shall it be secured? This report made from the middle of the whole field necessarily looks to the right and the left, or to change the figure, up and down the ladder, and raises the question of, not only what primary instruction should be like, but what the legitimate demand and proper aim of higher education should be. These questions are not simply pertinent, they are vital—they go to the root of the whole question of education viewed in the light of modern thought, modern progress and modern needs. The challenge rings all along the line and no teacher can fall asleep under it; or if asleep, and not dead, can fail to be stirred to thought by it. The report in full as published by the Commissioner of Education should lie open in every Superintendent's office and be eagerly sought for by every thoughtful teacher. It should furnish stimulus at every Teachers' Institute and give point, direction and life to its discussions. The minds that have been debating the questions of how much arithmetic, how much geography, how much grammar, the kind, and relation of each to the other, will find material for thought here. If public education is to continue to be popular, high schools will multiply and university halls be thronged. This will bring the whole field of education, its quality, scope and end under the eye of an increasing number of critics; it will touch at more points and more vitally the general public interest. The growth is upward, it must also be outward and down, so as to reach all and be

valued by all. The scheme must not be an *Orbus Pictus*, but a tree; small if you please, if education is to stop with elementary instruction; larger if to close with the secondary schools; farther reaching if it covers the university, but in each case a symmetrical, well-developed tree, capable of increased girth of trunk and height and compass of branches, if conditions allow. We commend both articles to our thoughtful readers.

IN the death of Geo. W. Childs, not only have the printers of the country lost their best advocate, but every good work a generous friend. Art and literature and the varied field of industrial activity found in him an appreciative and sympathetic patron. Fairmount Park, the Zoölogical Gardens, the Museum of Industrial Art in Philadelphia, the Home for Aged and Infirm Printers at Colorado Springs, and the Prayer Book Cross in Golden Gate Park, San Francisco, indicate the scope and span of his giving. A successful publisher, his liberality always kept pace with his prosperity. He gathered to spend wisely. The Oakland Typographical Union adopted a series of resolutions to his memory, closing with the following words: "he demonstrated that it is possible to accumulate wealth not at the expense of the employés, but through honest and legitimate channels." Julian Hawthorne wrote of him some years ago: "Mr. Childs' face is not a mask, but an index—and also a record. You can find in it good purpose and honorable achievement. It is the face of a man who has been successful in all his undertakings, and who has undertaken nothing that was not at least creditable." An educational journal seeking to present noble lives for the imitation of ambitious youth, can well afford to call attention to such as he.

School Education, published in Minneapolis, Minn., has the following reference to a practice that has become somewhat general: "It is becoming common among writers and speakers to use 'she' when reference is made to 'the teacher.' We make no plea to check this move that the superiority of men may be held, but in behalf of the ladies we advocate the use of 'he,' at least by those writers and speakers who give advice and who criticise. A departure from authorities to the use of 'she' may be wise for sentimentalists or 'old bears,' but, on account of the moral influence that the use of 'he' might have, individually, upon such people, we urge them also to use 'he,' or if they think this commonly accepted pronoun too strong for their case, let them say 'it.' "

Official

Department



FEBRUARY, 1894.

J. W. ANDERSON, - - - - Superintendent of Public Instruction
 A. B. ANDERSON, - - - - Deputy Superintendent of Public Instruction

[As Superintendent Anderson has no report prepared for this number of the JOURNAL, we use the space for miscellaneous matter.—ED.]

WHAT CAUSES THE DEW.—A Government inspector visited one day a large grammar school in the north of France. He asked, among other things, what was the cause of the dew. Nobody could give an answer. At last one of the pupils got up and said: "The earth turns round its axis once in twenty-four hours with such rapidity that it perspires, and thus the dew is formed."—*L'Eclaireur*.

Our Flag—Its Origin.

Benjamin Franklin was one of a committee chosen by Congress to create a national flag. They adopted the "King's Colors" as a union, with the British cross in the corners united with thirteen stripes, red and white, to show that the colonies united for defense against England's tyranny and yet acknowledged her as the head.

This Federal flag was first hoisted by General Washington, January 2, 1776, at Cambridge, Mass. It was received with a salute of thirteen guns and thirteen cheers. It was known as the "Flag of the Union" or the "Cambridge Flag." It was made of the colors red, white and blue, which were used on the different colony flags.

In New England the "Pine Tree Flag" was mostly used. In the South the figure of the coiled rattlesnake appeared frequently on their flags, with the motto: "Don't tread on me."

This pine tree was selected as the fitting type of the sturdy people of New England. This flag was borne by the earliest armed vessels sent out by General Washington from Massachusetts ports.

Our first naval flag had a white ground, with a green pine tree in the center, and on it the motto: "Appeal to Heaven."

The first flag hoisted at Bunker Hill was red. It meant defiance, and was the colonists' reply to the King's speech.

The first vessel over which the Union flag floated was the frigate Alfred, whose gallant commander was the famous Paul Jones.

June 4, 1777, Congress appointed a committee to design a suitable flag for the nation. The act is as follows:

"*Resolved*, That the flag of the thirteen United States be thirteen stripes, alternate red and white; that the Union be thirteen stars, white in a blue field, representing a new constellation."

This committee called upon Mrs. Betsey Ross of Philadelphia and engaged her to make a flag from a pencil drawing made by General Washington in her back parlor.

The design made for Mrs. Ross was made of thirteen six-pointed stars. Mrs. Ross suggested that stars should be made with five points, to which the committee agreed. With the aid of the young women in her shop she completed the flag, so that it was ready for the approval of Congress the next day.

This flag was adopted by Congress, June 14, 1777, and officially sent out by the Secretary, September 3 of the same year.

The colors of our flag: Red—The language of courage and the emblem of war.

White—The symbol of truth and hope. It is the language of purity and emblem of peace.

Blue—The language of loyalty, sincerity, justice.

At first the flag bore thirteen stars. There are now forty-four stars. A new star has been added for every new State. The thirteen stripes still remain, in remembrance of the thirteen colonies with which our nation begun.

Penmanship.

The vertical penmanship fad has reached us from over the lakes, and, strange to say, a few non-penmen are crying: "Away with the old; the *new* is the natural way to write; it meets my fondest dreams; it satisfies a long-felt want." Poor deluded scribblers, they never

could write, and their attempt at vertical writing makes their chiograph a miserable scrawl.

The claim to something new in the vertical writing is nothing more or less than a revival of the old backhand system, which, justly too, has long been cast aside as lacking both beauty and utility. We repeat, the nearest approach it can claim for vertical writing is a backward, rolling style, difficult to read as well as tiresome and injurious to the eyes. Take the specimens given in the journals. Every letter has a slant of at least ten or more degrees to the left of the perpendicular. The truth is, vertical writing is an impossibility. Furthermore, an attempt at vertical writing destroys that which is claimed to be the strongest argument in its favor, viz.: the straight line. Consequently the rule—that the straight line in small letters is the constant quantity—is entirely ignored.

Is a line, and that a curve, slanting to the left of the perpendicular any easier to the eye than a straight line slanting to the right?

This is a truth that needs no argument: The right-oblique straight lines in writing are less injurious to the eyes than the left-oblique curves in vertical, alias backhand writing.

Many of those that attempt the new system, as it claims to be, acquire a hand in which the letters like *i*, *e*, *w*, *u*, *m*, *n*, etc., have an inverted, rolling form in a continuation of curved lines, difficult to decipher, tiresome and injurious to the eyes, and an abomination to the reader.

Nor can we wonder at such results, as the very movement in writing such a hand is unnatural. It reminds us of the backward stroke in chopping with an ax. The only difference is, with the pen in vertical writing all strokes are backward. Nature often comes to us in the solution of a problem, and makes our work pleasing and agreeable. So it is in writing. The letters have the same natural tendency to slant forward in the progressive movement, as the body has to lean forward in walking or running.

Hence, by this natural movement the straight line with its forward slant is easily retained, and writing thereby becomes a thing of beauty and a joy forever. That there are so many poor penmen is not the fault of the system, but entirely the fault of the teacher in the manner he presents the subject.

If penmanship were taught properly in our schools, and teachers would cast aside their idiosyncrasies and place before their pu-

pils examples in writing worthy of imitation, a great stride would be made toward remedying the present inefficiency.

If one-half of the time given to any other single study were given to penmanship, and three-fourths of that time occupied with proper drill exercises, there would be no other school work so thoroughly and satisfactorily done. Teaching penmanship as a drill exercise, having a front position at the desk, and proper movement, with the paper at an angle of forty-five or fifty degrees with the edge of the desk, the exercises, letters, and especially the constant quantity, will naturally be formed, almost, if not entirely, perpendicular to the eyes.

This position prevents any obstruction to the eyes on the part of the hand, allows rapidity of movement, retains naturally the straight line, which is the essential in legible writing, and gives pleasure in execution and elegance to form.—*F. R. Hall, S. W. S. Normal, California, in National Journal of Education.*

The Question of Writing.

The objection raised to slant writing is that it almost necessitates an unhygienic attitude, and strains the eyes by fixing them too steadily at an unequal angle.

In looking at any object directly in front, the eyes are inclined together with a slight squint. The more distant the object is the less this inclination; the nearer the object the more perceptible the squint. The object and both retinas are related by lines that describe an isosceles triangle. Fasten the middle of a piece of string to a piece of paper, and hold it off from the eyes, while holding the ends of the string upon the closed eyelids with the fingers of the left hand, for a concrete approximation to this triangle.

When the object seen is not directly in front of the eyes (move the paper off to the right, letting the string slip through its fastening) the triangle becomes scalene. It seems to be this scalene triangle to which the advocates of vertical writing object. In looking at an object to the right, the left eye has to incline itself more from a forward line of view and to adjust itself to a greater distance than the right eye. Thus unequal strain is imposed and astigmatism induced.

It may well be questioned, however, whether much of the injury to children's eyes, which has certainly resulted of late years from

too much writing, would not have resulted from the same amount of vertical writing or from looking painstakingly at any given point for the same amount of time. If this be answered in the affirmative, it becomes apparent that there are two important questions to be considered in relation to writing in the schools, whether vertical or slant writing be in vogue:

1. Should the amount of writing required of pupils be diminished in favor of other modes of silent expression?
2. Can writing be so taught as to relieve the eye of the intense watchfulness now required of it, in the aim to get height equal, slant parallel, and form perfect?

Every scribbler knows that not so good a light is required to write as to read by. Suppose that the hand were so trained as to substitute a beautiful script for the scribbling, with no greater effort or watchfulness? Suppose we were all taught writing so that we could produce a graceful hand in a dim light, and that with ease?

If it is possible to teach writing with such a result, it has probably been done somewhere. Where has it been done? Why do not all teachers know about it? *How long will it take to introduce the system everywhere?*

It is quite probable that not slant writing, but writing between the lines and writing without freedom of graceful and regular movement has injured the eyes (and minds) of pupils. Overhaste in securing *good form* from primary pupils may be at the bottom of the trouble. It may be that *good movement* should be secured first.—*The N. Y. School Journal.*

THE Arago Medal of the French Academy has been received by Professor Barnard of the Lick Observatory. This is the highest honor in the world, attaching to astronomical discovery. The medal itself contains nearly two hundred dollars' worth of pure gold, but its intrinsic value is nothing compared with its scientific interest. Prior to 1893 this medal had been conferred but once since its foundation. Verrier received it in 1846, in recognition of his great piece of mathematical research, which resulted in the discovery of the planet Neptune.



The Journal Midwinter Fair Series of Sketches of California Teachers and Schools.

SUPERINTENDENT CALVIN B. WEBSTER, of Solano county, is a native of California, born July 8, 1859, in the city of Suisun, Solano



county. He was educated in the public schools of his native city, having been graduated from the high school department thereof in 1875, while the same was under the management of Principal C. W. Childs, now of the State Normal School at San Jose. He began teaching in the spring of 1876 and continued until 1882, when he was elected upon the Republican ticket as superintendent of schools of his native county. He was re-elected to the same position in 1886 and again in 1890,

CALVIN B. WEBSTER.

having been elected to the same office for three terms. Superintendent Webster is the holder of a State Life Diploma, which was granted him in 1885.

He has improved his opportunities by taking up the study of the great profession of the law, and is now a practicing attorney, having been granted a license to practice by the Supreme Court of this State in May 1892.

November 18, 1885, he was married to Miss Nellie L. Cassiday, of Petaluma, and they have an interesting family of three sons.

Mr. W. is a member of several fraternal organizations and is a communicant in the M. E. Church. He is a lover of public improvements, takes great personal interest in all movements for the benefit

of young people, is honored and respected wherever known, and has a brilliant future before him.



SUPT. THOS. J. MCGRATH, of Sierra county, was born at Wahoo, near St. Louis, Sierra county, Cal., July 31st, 1865. He attended the St. Louis district school during the summers until he was sixteen years of age. In the winters of 1874 and 1875 he attended the Chico public school, Rev. Jesse Wood, afterwards County Superintendent of Butte county, being his teacher. During the winters of 1879-81 he attended the Table Rock district school, traveling on snow-shoes three miles every morning and evening. In 1882 he entered the San Jose State Normal School, and was graduated in December, 1884. In 1885 he began teaching in St. Louis, Sierra county, and completed the term. In 1886 was engaged as book-keeper for Wolters & Bro., of Gibsonville. Afterwards taught for six terms in Table Rock district, two winters in Goodyear Bar district and two winters in Loganville district, Sierra county. November, 1890, he was elected County Superintendent of schools for Sierra county, having served on the County Board of Education for three years previous. At present he has charge of the grammar department of the Sierra City public school, in addition to discharging the duties of County Superintendent. Supt. McGrath was married to Miss Lizzie M. Finane, of Forest City, June 28, 1893.

DANIEL WESLEY FINCH, principal of Bradford Grammar School, Del Norte county, was born in Newton county, Missouri, March 19, 1854, of Scotch and Welsh parents. He accompanied his parents and a number of other emigrants across the plains, with mixed oxen and cow teams, in the summer of 1861. The slow and tedious journey and the consequent hardships,



DANIEL WESLEY FINCH.

fighting are vividly remembered. By diligent study, in spite of limited opportunities for schooling, he had, at the age of sixteen years, completed all the common school branches, besides gaining a fair knowledge of several of the higher branches. He then worked as clerk and book-keeper in a store for five years, and afterwards engaged in the general merchandise business for two years with a partner. He then sold out, came to San Francisco, and attended the best schools in that city for a number of years, thus specially fitting himself for the work of a successful teacher.

He holds a diploma from Heald's Business College, a California State Educational Diploma, and a California State Life Diploma, granted by the State Board of Education. He has had eleven years' experience as a teacher, having taught four years in Oregon and seven years in California. Principal Finch is at present in charge of the Bradford grammar school in Del Norte county, and is president of the Del Norte County Board of Education.

MISS JOSIE C. SHEEHAN, vice-principal of the Smartsville school, was educated in the school in which she is now engaged in teaching. This school ranks with the best in the county in educational matters.



MISS JOSIE C. SHEEHAN.

Miss Sheehan holds a Life Diploma, and has taught fourteen years in the schools of Yuba county. She began teaching at Dobbins Ranch, where she taught two years; one year was spent at Peoria, and eleven years at Smartsville, she having taught at different times in the primary, intermediate and grammar grades of that school; served also one year as principal.

DR. WARREN BATEMAN BROWN, of San Luis Obispo, was born on a farm near Sarahsville, Ohio. He was a student in Caldwell Normal School, and completed the academic course in Ohio Wesleyan Univer-

sity. At the age of eighteen he began teaching. As reporter and associate editor he has had valuable newspaper experience.

He served three years as statistical clerk under State School Commissioner Brown, in Ohio, and declined the chief clerkship of the U. S. Bureau of Education in 1886, in order to complete his medical education.

He was granted the degree of M. D. by the Starling Medical College, Ohio, in 1888, and came to Belmont, Nev., where he entered school work again as principal of the public school and member of the County Board of Education.

Resigning these positions, he came to California, and has been engaged in school work and in the practice of medicine in San Luis Obispo county during the past five years. As assistant physician and surgeon, S. P. R. R., in 1892-93, he managed to the satisfaction of the State Board of Health the cases of smallpox that occurred along the line of construction of the new railroad. Dr. Brown is a member of the California State Teachers' Association, and has a record as a practical teacher and an excellent disciplinarian.



DR. WARREN BATEMAN BROWN.



ALBERT NORRIS.

ALBERT NORRIS, principal of the Colfax Public School, was born in Farmington, Iowa, February 25th, 1851. Crossed the plains with parents in 1853, and with the excep-

tion of four years spent in Idaho, has lived in California since. He left home at the age of sixteen to battle with the world and earn money to secure an education, which he received in California schools and colleges. He has been engaged in teaching about fifteen years. Holds Primary, Grammar, and High School Certificates, and California State Educational and Life Diplomas. He has been principal of Colfax Grammar School for five years. He is married, and has a family of six children.

MISS IOLA DUNNING, principal of the Mojave Public School, began teaching before she was nineteen years of age. Her first two years of experience in teaching were



MISS IOLA DUNNING.

in Yuba county, where she taught successfully, part of her work being in the school from which she had but two years before been graduated. After attending the session of the N. E. A. that was held in San Francisco, she went to San Bernardino county and accepted a position in the schools there for two years. She then returned to Yuba county, taught there and also in the Good Templar Home, Vallejo. Afterwards she was elected principal of the Mojave school in Kern county, where she is successfully engaged at present.

Miss Dunning holds an Educational Diploma granted by the California State Board of Education, February, 1893.



JOHN TOLAND.

MR. JOHN TOLAND, whose portrait appears here, is principal of the Smartsville schools, Yuba coun-

ty, California. Mr. Toland was born within four miles of Smartsville, September 12th, 1872, and is therefore just twenty-one years of age. He received his education at the country school in Yuba district, Yuba county.

When fifteen years of age he received a Diploma of Graduation from his district school, and when eighteen years old he received a Grammar Grade County Teacher's Certificate. Shortly after receiving his certificate he took charge of the Celestial Valley school, Yuba county, which he taught successfully for two terms. He was then elected principal of the Smartsville schools, which position he still fills.

On November 8th, 1893, he was appointed a member of the Yuba County Board of Education, and he is by many springs and summers the youngest member of that Board.

He is a prominent member of Yuba Parlor, No. 55, N. S. G. W., Fredonia Lodge No. 188, I. O. O. F., and Sodality R. D. Lodge, No. 170. Mr. Toland stands preëminently forth as a self-made young man, and illustrates what may be accomplished so early in this life and with little or no advantages.



WILL E. PARKER.

WILL E. PARKER, principal of the Live Oak public school, Sutter county, Cal., although young in years, has been identified with public school work in this State and in Missouri for some time. He was born in Edina, Missouri, and his early education was received partly in the public schools of that State and partly in California. In 1884 he completed a course in Hurdland Academy, near Quincy, Ill., and in 1889 he attended the Normal Institute, Stockton, Cal. He has also taken professional work in the State Normal School at San Jose.

As an expert with the pen he is known as one of the leading artists in the State.



KINGSBURY B. PIPER,

KINGSBURY B. PIPER, principal of the public school, Plymouth, Amador county, California, is a native of Maine.

Began teaching in the public schools of that State in 1882, at the age of sixteen; has followed teaching ever since.

Engaged in the work in California in 1886, in Sacramento county; returned to Maine in 1888 and took up a special course of study; then returned to California in 1891. During the years 1891-92 taught the largest mixed school in Amador county with general success, and he is at present principal of the Plymouth school.

OUR LIBRARY TABLE.

MAGAZINES.

The Century for March bristles with points, having a number of articles on novel and unique topics written by persons specially qualified to treat them. The opening article is a sketch of life in "The Tuilleries under the Second Empire," by Miss Anna L. Bicknell, who was an inmate of the Tuilleries as an instructor of the children of one of the court families. The fiction of the number includes the continuation of Mark Twain's "Pudd'nhead Wilson," in which the action moves very rapidly, resulting in a duel between the Judge and one of the Italian twins. The humor of the extracts from Pudd'nhead Wilson's calendar is of Mr. Clemens's best. There is a striking illustration by Louis Loeb. Mrs. Sophie Howard Ward contributes a "find" in the shape of the story of the "Mischianza," or the famous farewell banquet given in Philadelphia in 1778 in honor of Sir William Howe, then commander-in-chief of the British armies in America, Mrs. Ward supplying the preface, and the main story of the fête being from the unpublished manuscript of Major John André.

THE March issue of *St. Nicholas* is like a modern army—not a few paladins and an accompanying rabble, but a congregation of effective units, with an officer where needed. Every article can look the juvenile or adult world square in the face and give a reason for its being. Children who love the brownies will be delighted to learn that the little fellows are to be seen in a play, a portion of which is printed in this number of the magazine. The play reads as if it would act well, but there is no doubt it does, for the play has proved a success.

THE secret of the great success of the *Cosmopolitan* is not so hard to find, if one looks carefully over the number for February. A story by Valdés, the famous Spanish novelist. Arthur Sherburne Hardy's story, "A Rejected Manuscript," illustrated by L. Marold. A profusely illustrated article on the designing and building of a war-ship, and a thrilling description of a naval combat under the title: "The Meloban and the Pentheroy." "Gliding Flight" is an interesting contribution to the problem of aerial navigation. Elaine Goodale, who married a Sioux, has some interesting information of Indian Wars and Warriors. T. C. Crawford gives the first half of a startling story. The poetry is unusually good.

THE March number of the *Atlantic Monthly* opens with the third installment of Mrs. Deland's "Philip and his Wife." Charles Egbert Craddock's "His Vanished Star" for the last time before its publication, as now completed, in book form. The Rev. Walter Mitchell's "Two Strings to his Bow" is also ended—to its second part. The remaining piece of fiction is a fanciful, pathetic tale of New England, "The Fore-Koom Rug," by Mrs. Kate Douglas Wiggin. Of uncommon interest to students of modern European politics is Professor Jeremiah W. Jenks's account and estimate of "A Greek Prime Minister: Charilaos Tricoupis," a statesman whose recent return to power has brought him conspicuously to the attention of all Europe.

THE *North American Review* for February has an article entitled "My American Experiences," by the President of the Swiss Republic, an able article on "The South Carolina Liquor Law," by Governor Tilman, of South Carolina, "The Income Tax in England," by Sir John Lubbock. The literary feature is furnished by Margaret Deland, whose article is entitled "A Menace to Literature." Rev. Dr. Parkhurst deals with "Our Present Opportunity," and John W. Goff with "Juggling with the Ballot." "Are we a Plutocracy?" is answered by W. D. Howells. Senator Roger Q. Mills contributes an important paper on "The Wilson Bill;" the Brazilian Minister writes on the latest aspects of the "Brazilian Rebellion;" and Henry George tells "How to Help the Unemployed." "Territorial Sovereignty and the Papacy," is by the Right Rev. Mgr. O'Reilly. Hon. Charles S. Hamlin furnishes a paper on "The Customs Administrative Act," and Dr. Cyrus Edson points out "The Evils of Early Marriages."

THE *Overland Monthly* for February opens with a group of poems of places in Oregon and Washington, each poem illustrated. "Northern Seaside Resort," by Francis Fuller Victor is the leading descriptive article. "Up the Columbia in 1857" deals with the picturesque aspects of the river. A paper of general importance is that on the question "Is it Practicable to Regulate Immigration?" There are several fine historical sketches, and numerous stories.

THE *Review of Reviews* for February is as able and varied as ever. Its success is explained by its catering to a class of readers who are in the busy walks of life and need to have sifted for their use the salient facts and factors of interest in a way that shall keep them well and broadly informed.

Scribner's Magazine for February has a charming study of Edward Burne-Jones, by Mr. Cosmo Monkhouse, the distinguished English critic. Twenty of Mr. Burne-Jones's most striking designs and pictures are reproduced. George W. Cable continues his story of "John Marsh, Southerner." Mrs. James T. Field's

poem takes its title and spirit from the last words written by Phillips Brooks, "There is no other Life but the Eternal." Supt. James Baldwin contributes to the "Men's Occupations" series an article on "The School-Master." Some of our readers may see portraits of the typical school-masters of forty years ago, as given by Artist Frost, who has illustrated the article on "The School-Master."

BOOKS.

THE EDUCATIONAL LABORS OF HENRY BARNARD: A STUDY IN AMERICAN PEDAGOGY, is the title of a neat little volume by Will S. Monroe, and published by C. W. Bardeen, Syracuse, N. Y. Three or four cuts of Dr. Barnard at various periods of life embellish the work, and an extensive bibliography closes it. This, with the author's work on Comenius, is but the beginning of what promises to be a series of similar, and later, more ambitious and extensive attempts. Mr. Monroe's numerous friends east and west will read these productions with lively interest, for much is expected from him, because of his habit of painstaking, thorough search through any field he essays to explore.

IN calling attention to the Illustrated History of the Columbian Fair advertised in this number of the JOURNAL, we publish the following extract from the report of the Committee on Awards:—"We hereby report the superiority of 'Campbell's Illustrated History of the World's Columbian Exposition' in the following points: First—It contains a complete and reliable record of the official proceedings in the organization and construction of the Exposition. Second—The information from which the work is compiled was obtained directly from the officials of the Exposition; it is therefore authentic and correct. Third—It is richly and extensively illustrated. The illustrations are fine copperplate engravings, made from photographs, and show perfect views of the grounds and buildings in all stages of preparation as well as the buildings and exhibits when completed. Fourth—The views are so interspersed with the text and the information of the Departments arranged under appropriate headings, serve to render it a richly illustrated and a most complete and authentic history of the World's Columbian Exposition and well worthy the highest award."

D. C. HEATH & CO., Boston, have issued their long promised edition of Schiller's "Wilhelm Tell," with introduction and notes by Professor R. W. Deering, of Western Reserve University. This edition is prepared for pupils in schools, as well as for college classes, and is full of helpful information and suggestion, while it contains the latest results of scholarship. The convenient map adds greatly to the usefulness of the text.

MESSRS. LEACH, SHEWELL & SANBORN, Boston and New York, have published Scott's "Lady of the Lake," by Prof. Arthur Tufts, of Phillips Academy, Exeter, Mass. This and the "Merchant of Venice," with notes and introduction by Katharine Lee Bates, of Wellesley College, are to belong to the Student's Series of English Classics.—This Company has also just published "The Exercise Book in Algebra," by Prof. M. S. McCurdy, of Phillips Academy, Andover, Mass., a book designed for secondary schools and to accompany any text-book in Algebra.

RULES FOR ESSAY WORK, by Supt. A. W. Emerson, is an admirable little book of 82 pages, price 40 cents, published by C. W. Bardeen, Syracuse, N. Y. It

does not purport to be a text-book on grammar and rhetoric, but merely a manual to aid pupils and teachers in composition, criticism, and correction. A valuable list of 1000 composition subjects is given.

D. C. HEATH & Co. have published "Guide to the Study of Common Plants," by Prof. Spalding, of the University of Michigan. The book has been prepared for high school classes, and teachers using it are expected to follow the laboratory method of instruction. Teachers who are desirous of improving their methods of instruction in botanical subjects will welcome these exercises by Prof. Spalding. Price 85 cents.

DYNAMO AND MOTOR BUILDING FOR AMATEURS, with working drawings, by Lieut. C. D. Parkhurst, U. S. A., New York. The W. J. Johnston Co., Ltd., 41 Park Row, 163 pages, 71 illustrations. Price \$1.00. In this book clear and concise instructions, accompanied by working drawings, are given for the construction of such forms and types of motors and dynamos as are simply made, and yet will produce fairly efficient results. While primarily intended for the amateur, the detailed information, particularly in the chapters on armature windings, connections and currents and on the design of a 50-light dynamo, will be of value to every electrician. A chapter on armature windings, connections, and currents gives minute instructions, illustrated by drawings, in regard to these subjects.

CHARLES SCRIBNER'S SONS, N. Y., have published "Psychology, Descriptive and Explanatory," by Prof. Geo. T. Ladd, of Yale. Prof. Ladd has given us a complete modern treatise on the mind and its activities. Perhaps no other American scholar has mastered the study of psychology as Professor Ladd has mastered it, and he has set forth in this great work, in diction of striking beauty and vigor, not only a complete presentation of the most authoritative and latest thought on mind, as evolved by others, but has given a masterly exposition of the results of his own study and researches in the domain of mental phenomena. It is difficult to point out the admirable features of the work—there are so many. It should be the *vade mecum* of every progressive teacher, for it will aid wonderfully in the systematizing of the store of vague and useless knowledge which so many of us have on this all-important topic of mind, its laws and development. No other book that has been published for half a decade has a greater bearing on the questions of vital interest to the teacher's profession. The work contains 680 pages, and the price is \$4.50. Send for it; it will prove to be a profitable investment.

ATTENTION is called to Dr. Barrows' authentic history of the great event at Chicago—the "World's Parliament of Religions." Many persons have been imposed upon and induced to purchase a cheap work compiled largely from the imperfect and hastily-prepared newspaper reports of the proceedings. Dr. Barrows' history is in two large, handsomely printed and profusely illustrated volumes, aggregating over 1600 pages. As Dr. Barrows was the leading spirit in the calling together of the Parliament, and took an active part at the head of all the proceedings during the sessions, it was proper that he should be authorized to prepare a correct and complete account of all the important matters that came before the Parliament. The important papers that were presented and discussed, as well as those that were not read at all, were at the disposal of the author for the purpose of aiding him in his task of compiling an official history of the great event. This

work has been well done, and readers who desire to have an accurate and comprehensive record of this unique gathering of the great minds of the religious world, men of all faiths and from all parts of the globe, should be careful to secure the official publication edited by Dr. Barrows. The King Publishing Co., 132 Market Street, San Francisco, are sole agents for the Pacific Coast.

Business Notices.

TEACHERS and school officers will find something of interest to them in our advertising pages.

THE Midwinter Fair will be complete in all its departments by the time teachers are having their mid-term vacation. Much will be found in the Fair to both interest and instruct, and those who can spend vacation by visiting it will be well repaid for the trip. Excellent material for practical lessons may be gleaned in the Esquimau village, the Hawaiian village, the Volcano, Dr. Whitecloud's Indian Exhibit, the Ostrich Farm, the Mirror Maze, the Arizona Indian Exhibit, the Colorado Gold Mine, the Santa Barbara Amphibia, the St. Bernard Dogs Exhibit, the Oregon Hydraulic Mining Exhibit, and Col. Boone's Wonderful Trained Animals,—each and all of these are well worth the charges for admission.

A. MEGAHAN, 806 Madison Street, Oakland, Cal., is the Manager of The California League Teachers' Bureau. This is a State branch of the National League of State Teachers' Bureaus, Frank E. Plummer, general manager, Des Moines, Iowa. By registering in this State branch you are registered without other charge through the National League in every State in the Union. This is a wonderfully far-reaching and successful organization for teachers. The associated State paper, known as *The National Teacher and School Board Journal*, back of the League, increases its power for placing teachers. You can join the Bureau and secure the *Journal* for one fee. Write them as above.

CALIFORNIA SCHOOL ITEMS.

PETITIONS for the formation of four new school districts have been filed in the office of Superintendent Martin, of Sonoma county.

THE Fresno City Board of Education has located the site of the new High School building on the block bounded by M., N., Merced and Fresno streets.

THE San Francisco Board of Education has reduced the salary of Deputy Superintendent Babcock from \$250 to \$150 per month, from and after March 1, 1894.

REDDING has voted a school tax of \$2,000 for the purpose of continuing the public school term for two months longer than the regular school funds will admit.

IT has been decided to have an eight-class school in San Francisco supplied with stub pens in order to test their efficacy in promoting the acquisition of a vertical handwriting.

THE Woman's Council of San Francisco, which started as a class for self-improvement a year ago, has just organized as a club, the object of which will be the practical study of political economy.

THE public schools of Grass Valley observed Washington's Birthday in a more patriotic manner than has ever been done before in that city. At every school a literary and musical programme was rendered.

MISS GERTRUDE S. MCVENN, assistant in Union High School, No. 3, Haywards, Cal., has resigned her position, and Miss Mary Polk, a graduate of the College of Indiana, has been elected to fill the vacancy.

THE people of Alameda City are again obliged to increase their public school accommodations. An election is called for the purpose of determining the question of an issue of sufficient bonds to raise money for a new school building.

PROFESSOR BARNES, of Stanford University, leaves next April for England, where he will spend his vacation. He expects to visit the British Museum for the purpose of collecting data for the interesting investigations he has been pursuing.

W.M. C. TURNER, of Jefferson School District, Merced county, died in February. He was a native of North Carolina, and had lived in Merced county for forty-two years. He probably served longer as school trustee than any other man in the county.

"ŒDIPUS," the celebrated Greek play that was produced at Harvard, is to be given on an elaborate scale by the students of the State University, at Berkeley. Professor Gayley will write the prologue, and George Riddle, the public reader, who assisted the Harvard men, will come to California to aid in the production.

IN the case of Marin County vs. School Superintendent Furlong, brought at the instigation of Supervisor Burbank, Judge Slack has given a decision favorable in every particular to Superintendent Furlong, and vindicating his actions in paying out the moneys under discussion for high school and election officers' claims.

THE Board of Public Works of Oakland has received plans for the proposed seven-room addition to the Garfield School. The design is for a basement, two stories and attic, with two evening-classrooms in the basement. There will be three class-rooms and the principal's office on the first floor, and four class-rooms on the second. All of these will be so arranged to have the sunlight frontage.

THE State University is to have a new building for the accommodation of the botanical department. The new structure will have a great central pavilion and four wings. The material used in construction will be almost entirely glass and iron. The total length of the main building will be 170 feet. Each end wing will be $25 \times 37\frac{1}{2}$ ft. One wing will be used for the cultivation of orchids and the other for ferns.

J. C. WILMERDING, who died recently in San Francisco, bequeathed \$400,000 to the Regents of the University of California, for the purpose of establishing and maintaining a School of Industrial Arts. The testator states that the object of the school shall be "to teach boys trades, fitting them to make a living with their hands with little study and plenty of work"—a wise and practical suggestion, truly.

E. F. SEARLES has given an edition of Audubon's "Birds of America," together with five volumes of a French work on "Les Eaux Forts des Grands Maitres" to the Mark Hopkins Institute of Arts, which were received recently by President F. S. Zeile. The edition of Audubon is said to be a rare and extremely valuable one. There were only 300 copies of this edition printed, and they cost from \$1000 to \$1500 each.

THE suit recently brought by Miss Sinnott, who holds a special kindergarten certificate issued by the Santa Clara County Board of Education, against J. F. Columbet, the San Jose City Treasurer, will determine some important facts relating to teachers' certificates. The plaintiff seeks to recover her salary from the City Treasurer. The Treasurer wants to be empowered not to pay warrants drawn on the State School Fund, on the ground that he is not the legal custodian of that fund. He also asks to be sustained in his refusal to pay warrants of teachers who hold only kindergarten certificates. The issues involve the interests of teachers all over the State.

THE *Normal Exponent* remarks that one fact especially noticeable about the Normal schools is the lack of male students. Of 350 pupils in the Los Angeles Normal only 35 are men. In the profession of teaching it appears that man is slowly but surely losing his supremacy. Unless a very radical change takes place within the next decade or so, the "village schoolmaster" will have become an extinct creature, along with the mastodon and dodo.

THE Los Angeles State Normal School has now been in operation thirteen years. During that period it has made remarkable progress in all of its departments. It began its career with a corps of eight teachers. At the present time it has fourteen, including those of the Training School. It has a choice library of over 3000 volumes, a museum that covers almost the entire upper floor, and it is well-equipped for microscopical, chemical and astronomic investigation.

THE Santa Clara County Board of Supervisors last September levied a tax for high school purposes upon all the taxable property in the Mayfield school district. This was done upon the request of the High School Board of Trustees of the district. A taxpayer brought suit to annul the proceedings on the ground of their illegality, and the Court ordered that the record of the Board of Supervisors be annulled, as no evidence had been produced that at any time a high school existed, nor that there was such a thing as a high school district in the county.

SUPERINTENDENT SWETT, of San Francisco, gives the following financial estimate for the city schools for the coming fiscal year: The amount of school money received by the January (1894) State apportionment was \$378,838. In answer to inquiries by the State Superintendent of Public Instruction, the State Controller estimates that the next semi-annual State apportionment will amount to \$3.75 per capita of school children. As San Francisco has 65,317 children of school age, the amount to be received in July next will be \$244,830. This amount, added to the January apportionment, gives a total of \$623,777 to be derived from the State for the school and fiscal year ending June 30, 1894. The amount of the city school tax was estimated by the Board of Supervisors at \$372,000, which, added to the State moneys, will give a total of \$995,777. To this may be added the probable amount to be derived from rents, \$12,000, making a total of estimated receipts of school moneys, \$1,007,777. To this estimated revenue may be added a net surplus brought forward from last year,

after deducting from the apparent surplus all bills incurred in June, but paid during the first half of the present fiscal year, of \$25,055.45.

THE most curious of all the speculations regarding Prof. Barnard's discovery of Jupiter's fifth satellite is that which has recently been evolved by C. L. Poor, a celebrated American mathematician, in his researches concerning Brooks' comet of 1889. This comet has a most curious history. It was soon proved to be a "short-period" periodic comet—that is, one belonging to this solar system—and exhibited most remarkable changes before its final disappearance. It was observed by Professor Barnard with the great Lick telescope eighteen months after its discovery, and eight months after it had been pronounced invisible at other places. Moreover, Barnard discovered, early in its career, that the Brooks comet was attended by *four companion comets*. When the comet passed Jupiter in 1886, it traveled so close to the giant planet that it must have encountered some of the satellites, and this encounter must have caused the disruption that threw off the companion comets first seen by Professor Barnard in 1889. Mr. Poor has been studying the problem, to determine which satellite was responsible for the catastrophe. He has determined that the disruption could not have been caused by any of the four outer satellites, and he states that, if the fifth satellite was in existence in 1886, there is great probability that it passed directly through the comet, and that, therefore, it is probable that the observed disruption of the comet was caused by the fifth satellite. In view of all this, the curious theory has been advanced that the fifth satellite has its very origin mixed up in some mysterious manner with that most extraordinary body, the Brooks comet.

THE Board of Education of the City of Sacramento has before it the question of the teaching of German in the lower grades of our public schools. The *Bee* states that it is opposed to teaching any foreign language in any of the grades of the common schools. It says: "We want our schools to turn out English scholars, and not French scholars or German scholars. The knowledge of good English possessed by the average graduate of the high school is something farcical. Let the public schools teach English thoroughly, and not cumber up the curriculum with a smattering of foreign tongues. If parents desire their children to study other languages before they have the least fixed or definite knowledge of the marvelous beauties of their own tongue, let them see that it is attended to outside of the public schools."

WHEN Mr. R. D. Yelland, the artist, was in Rhode Island last summer, he secured an old panel from the wainscoting of Bishop Berkeley's house, Whitehall, which he built in 1729. Mr. Yelland enclosed the relic in a suitable frame and painted upon it a picture of the Bishop's house and also one of the celebrated Hanging Rocks near Newport. This appropriate memento he has presented to the State University at Berkeley.

A SAILOR was descanting upon an anthem which gave him much pleasure. His ship-mate listened for a time, and then said, "What is a hanthem?" "Do you mean to say that you don't know what a hanthem is? Well, then, I'll tell yer. If I was to say, 'Ere, Bill, give me that 'andspike,' that wouldn't be a hanthem. But, was I to say: 'Bill, Bill, Bill, give, give, give, give, give, me, give me, Bill give me that, Bill give me that 'andspike, spike, spike, Bill give, give me that, that 'and, 'andspike, 'andspike, spike, spike, spike. Amen, ahem, Bill-givemethat'andspike, spike. Ahmen,' why that would be a hanthem."

PROFESSOR TYNDALL'S early life was full of hardship. His father was a cobbler in a little Irish town, and lived in very humble style. But like many old-time cobblers, he had more than his share of learning, and was witty and sarcastic in argument. John was sent to the local grammar school, and one of his old chums there says that young Tyndall was an effeminate boy, who gave little promise of living to be 73 years of age.

. . . THE . . .

Pacific School Furnishing Company,

WILLIAM L. OGE, General Manager,
Has Lately been Organized, **Outside the Trust**,
To SAVE SCHOOLS FROM THE EXORBITANT PRICES OF THE
COMBINATION.

**FURNITURE, APPARATUS, LIBRARIES,
and GENERAL SCHOOL SUPPLIES
20 per cent. to 30 per cent. Below Trust Prices.**

WE FURNISH ABSOLUTELY EVERYTHING THAT SCHOOLS BUY IN WAY OF MERCHANDISE. ALL GOODS FULLY WARRANTED.

REFERENCES:—State Superintendent of Public Instruction; City and County Superintendents throughout California; the PACIFIC EDUCATIONAL JOURNAL, and a thousand schools using our supplies.

**THE PACIFIC SCHOOL FURNISHING COMPANY,
723 Market Street, San Francisco.**





COLUMBUS SCHOOL, GRASS VALLEY, CAL.

THE CALIFORNIA EDUCATIONAL JOURNAL.

Organ of the Department of Public Instruction of California.

APRIL, 1894.

No. 4

CURRENT EDUCATIONAL THOUGHT.



Notes from the Annual Meeting of Superintendents, Richmond, Va.

that there may be progress, teachers must learn that they must do everything.—JAMES L. HUGHES, Toronto.

er's reading is by far the most important factor in his education and progress.—CHARLES W. COLE, Albany, N. Y.

ulty is that there is no joy in our work. Art is work, but it is not joy; there is heart as well as hand and head in it. Joy is the secret of progress. The school which puts joy into school life and the school which does not put joy into school life will not be successful.—JAMES MACALISTER, Drexel Institute, Philadelphia.

Teachers need steady and definite assistance. They may be good teachers when they begin, but there is great danger of their becoming monotonous. The city superintendent needs to be a teacher. He should see to it that his teachers study psychology, and become expert in approved methods, and there is no excuse for them if they do not study school psychology.—J. A. Patterson, N. J.

The Columbian Exhibit and its influences upon youth must be considered. We have a richer course of study in the elementary schools than we have ever possessed; let us have the same thoughtful and judicious consideration given the matter as has just been given to the secondary schools by the Committee of Ten.—MISS G. KEVELEY, Cleveland, O.

ALL subjects should be properly correlated, but the Committee of Ten or of One Hundred give us no principles by which to correlate subjects. They or their successors should tell us what is to be the purpose. * * * The report is a monument, the greatest monument yet reared through modern educational effort. It is a perfect godsend to the superintendent against whom all the forces of faddists, politics, and cranks conspire.—SUPT. MAXWELL, Brooklyn, N. Y.

IT is sufficient that things and processes be provided, but the proper sort of teaching must be had,—the instructor must be a leader. The course can be enriched largely by proper teaching, and it can be done in a way that will be helpful to the student, both mentally and physically.—SUPT. W. B. POWELL, Washington.

THE weakness lies in the professional inability of the superintendents. How many superintendents would be willing to give a model half day in school with all the teachers looking on, note-books in hand, reading to criticise at the next teachers' meeting. They should do this for the principals at least. Too few superintendents are educators.—CHAS. H. McMURRY, Normal, Ill.

THE superintendents themselves need improving. Their example is worth more than their precept. It would be well for them to hear their own English and realize how difficult it is for us *to hear* because of their faulty enunciation.—ZALMON RICHARDS, Washington.

THE best educational papers of to-day are giving us the latest and the best in method, principle, and psychology. It is a great mistake, if not a fatal weakness, for superintendents not to recognize the possibility in the best reading of these journals. There is no substitute for a brief, after school, round-table discussion by the principal and his teachers of the good things in the latest professional journal. There are possibilities here that are limitless. These journals come fresh from the office of men whose whole thought is to provide just what progressive teachers need.—ALBERT G. LANE, Chicago.

THE country schools are less accessible to modern innovations than city schools, and yet in the future, as in the past, we must look to the rural schools for the men who are to rule the world. It is a sporadic case when a great man originates in a city school. The country teacher makes her school in a sense that the city teacher does not, and the country schools make the men who are to make America in the future.—STATE SUPT. JOHN E. MASSEY, Virginia.

THE real problem relates to the country teachers who have slight supervision, light salaries, no teachers' meetings. For their improvement, it is first of all important that the county superintendent should be an expert, a professional teacher, a skillful administrator.—R. G. BOONE, Ypsilanti, Mich.

THERE are kindergartens and *kindergartens*. Play may be helpful; it may be harmful. There is play and there is work. In the true kindergarten the ruling idea is and is to be play for development of ability to work. The spurious kindergartner abuses a good cause.—STATE SUPT. N. C. SCHAEFFER, Pennsylvania.

THE report of the Committee of Ten is a compromise. In the elimination it is usual that only the dead level is retained, while every special merit is rejected. The report states the conditions as they are in the school world. It tries to utilize the special reports of the nine committees of ten each, but ultimately it ignores them from necessity. Each sub-committee expected the other to be adjusted to its own necessity; no one of them realized that it must be adjusted to the others,—hence they could not be adjusted to each other. Any scaling down would have been equally unsatisfactory to the special committees and wholly unsatisfactory to the Committee of Ten. The special worth of the report lies in its attempt to study educational values, its evolution of the course of study based upon such values, and its adaptation of subjects to the maturity of childhood. It presents a normal standard of three subjects a day that need special studious preparation.—U. S. COMMISSIONER HARRIS.

THE tendency of the day is to put the schools, at least the plans therefor, in the hands of specialists who are putting upon them burdens that they cannot bear. The Committee of Ten, as well as the nine special committees, did not have time for discussion, and the unanimity of which Mr. Nightingale speaks was secured largely from lack of opportunity to express differences. The report is good by way of suggestion, but I do not believe, nor do those here present believe, in ejecting so much of the secondary school work into the elementary schools.—SUPT. J. M. GREENWOOD, Kansas City.

WE do not interest in order that we may teach, but we teach that we may interest. The thought of the restless, dull aroused. In history, language, and reading, even in geography, there must be found something that

ideals. Evil tendencies are to be eradicated rather than suppressed. The teacher must have force and health with which to emphasize sympathy and sentiment. Misconduct is often misdirected energy, and the teacher needs both intellectual and moral force to deal wisely with such boys.—W. E. ROBINSON, Detroit.

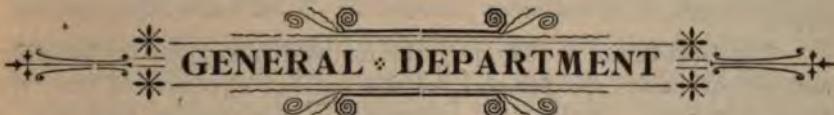
THE rural school presents the serious problem of American education. It is impossible to lay down lines for all the States. The environment and conditions differ. The vital population, as well as the conservative forces, are everywhere found in the country schools. Not only are the needs greater but the conservative inertia to be overcome is greatest there. We must do much more than has yet been done for rural schools.—STATE SUPT. J. R. PRESTON, Mississippi.

IT is one of the wonders of the age that the Committee of Ten was so unanimous upon every subject and every phase of every subject, upon every grade of work except that in which the majority of the committee had had any experience.—ASST. SUPT. NIGHTINGALE, Chicago.

THE kindergarten is impressive, repressive, aggressive, and progressive. To a child well taught in the kindergarten God will speak directly through leaf and sheaf, through hill and rill, through tree and sea. The kindergarten should be entrusted to the school board. Money cannot be secured for the kindergarten work through private enterprises or philanthropic endeavor; it belongs to the public school system.—JAMES L. HUGHES, Toronto.

ALL miscellaneous teaching for exhibition and criticism, without a standard, is vicious. The demand of the hour with city and country teachers is for professional standards. Let the superintendent and supervisor give sample lessons. Let them show standards in the what, how and why.—F. A. FITZPATRICK, Omaha.

THE Report of the Committee of Ten should be used as the textbook in every teachers' meeting. Its positions should be challenged, and carefully discussed. Some skillful teacher should be the leader therein. In regard to each special report each teacher should be expected to answer intelligently and independently these questions: How far am I doing that which the Report says should be done? How far can I eliminate as the Report suggests? How far can I introduce the new things recommended? To what extent can I not do it, and why not? How can I be helped to do this? What can our teachers' meetings do to help me do these things?—COLONEL PARKER.



GENERAL : DEPARTMENT

Education of Feeble-Minded Children in California.

BY WILL S. MONROE, STANFORD UNIVERSITY, CAL.

I. HISTORICAL DEVELOPMENT.

Mrs. Robert Bentley took the initiative in the formation of an institution for feeble-minded children in California as early as 1878, although an organization was not effected until 1883. Meanwhile she visited the New York institution and subsequently elicited the interest and co-operation of Mrs. H. R. Judah, now of the Bishop Armitage Church Orphanage at San Mateo, Dr. W. P. Gibbons of Alameda, Principal Warring Wilkinson of the Institution for the Deaf and Blind, and Dr. J. H. Wythe of the Cooper Medical College. An appeal was issued through the public press, letters to physicians, the clergy, and by more than one hundred personal calls made by Mrs. Judah, Mrs. Bently, and others, for a meeting to be held at the Palace Hotel, San Francisco, July 24, 1883. Over 200 persons responded to the call. Bishop Kip, Rabbi Elkan Cohn, Dr. Robert Mackenzie, Dr. E. T. Wilkins, Mrs. Sarah B. Cooper, Dr. Warring Wilkinson and others addressed the meeting. A committee was appointed to draw up a plan of organization and report a week later. At a meeting of July 31st, the articles of incorporation were adopted and a board of directors selected of which the late Leland Stanford was chairman. By the ninth of October \$8000 had been raised. During the next few months children in the Sunday schools and public schools as well as private individuals added to this contribution; and on the 22nd of May the institution was opened at Vallejo. Subsequently it was removed to Alameda. In December of that year a bill was presented to the Legislature asking the State to assume control of the institution. It was passed March 18, 1885 and \$25,000 appropriated for the purchase of property and \$20,000 for its support during the ensuing two years. The private association was disincorporated and the institution turned over to a board of five trustees appointed by the Governor. On the 10th of

December, 1885, the institution was moved from Alameda to Santa Clara.

The Legislature of 1887 gave the institution \$25,000 for building and improvements and \$20,000 for the current expenses of the two years following. Before the expiration of this period, however, it was evident that the growing demands would soon render the Santa Clara property inadequate. It was accordingly decided to abandon it and seek a permanent site possessing large possibilities. The Legislature of 1889, in accordance with the wishes of the superintendent and board of trustees, appropriated \$170,000 for the purchase of a property and the erection of buildings; \$15,000 for furniture; \$15,000 for water-works and sewerage and \$81,000 for the maintenance of the institution for the next two years. The William McPherson Hill ranch of 1,670 acres near the village of Glen Ellen, Sonoma County, was purchased at an expenditure of \$50,000. Work on the buildings began at once and the corner stone was laid November 19, 1890. The Legislature of 1891 appropriated \$85,000 for the maintenance and \$125,000 for a boys' wing to the main building, engine and boiler house, and additional furnishings. Although the buildings were not completed, they had progressed sufficiently far to be occupied; and, on the 24th of September, 1892, the inmates were removed from Santa Clara to their fine new home at Glen Ellen. The Legislature of 1893 appropriated \$98,000 for the erection of a girls' wing of the main building and \$100,000 for the maintenance of the institution for the two fiscal years following.

II. GROWTH OF THE INSTITUTION.

When the institution was turned over to the State, December 10, 1885, it numbered 20 inmates; October 1, 1886 there were 69; November 1, 1887, 83; October 1, 1888, 103; November 1, 1889, 118; June 30, 1890, 125; October 1, 1891, 150; September 15, 1892, 248; June 30, 1893, 280; at the present time (Feb. 26), 301. During the year 1891-92, one hundred and sixteen were admitted to the home; eleven were discharged and seven died. Of the two hundred and forty-eight inmates on the 15th of September 1892, one hundred and thirty-three were males and one hundred and fifteen females.

III. HOW MANAGED.

The institution is managed by a board of five trustees appointed by the Governor to serve for terms of four years each. The direct control of the institution is entrusted to the superintendent who is also

the physician-in-charge and secretary of the board of trustees. For the past eight years Dr. A. E. Osborne, a gentleman of liberal scholarship and superior training as a physician and specialist in idiocy, has, with great credit to himself and the State, been in charge of the California Home for the Care and Training of Feeble-Minded Children. Four classes of officers—orderlies, trainers, companions and patrols—complete the managerial force of the institution. The orderlies enforce the observance of standing rules and regulations, execute special orders, have charge of the children in their respective departments, and are held responsible for their personal appearance and the condition of their clothing. The trainers are of two classes—school trainers and manual trainers. The former have charge of the schoolroom instruction and the latter instruct in the various trades and industrial pursuits. The companions rank in importance with the trainers and combine the duties of nurse and governess. The patrols serve as night watchers.

IV. ADMISSIONS.—HOW MADE.

The Legislature of 1887 repealed all former laws pertaining to its establishment and re-established it upon a broader basis. This Act provides that whenever a parent or guardian or any person charged with the support of a child shall desire the same to be admitted to the California Home for the Care and Training of Feeble Minded Children, he may petition the court or any judge in the county where he resides for an order admitting the child to the institution. It is the duty of the court or judge to inquire into the condition of the child; and, if he is between the ages of five and twenty-five, is incapable of receiving instruction in the common schools, and has been a resident of the state for one year, an order is to be issued for his admission to the home, providing it is not already full, or the funds available for its support exhausted. It is also the duty of the court or judge to inquire into the financial condition of the parent or guardian; and, if he be found able to pay in whole or part the expenses of the child, the amount which he is to pay shall be fixed. These amounts vary according to the grade of the child—from \$5 a quarter to \$25 a month. The great majority of the inmates, however, are free cases. Private arrangement may be made with the board of trustees for the admission of children younger or older than the above stated age by the payment of such sums as may be deemed sufficient to meet all the expenses of the child. In such cases a commitment from the

court is not necessary. Children may be admitted to the institution for life.

V. INFORMATION OF CHILDREN REQUIRED.

Before a child is admitted to the home, the parent or guardian must furnish the superintendent a detailed account of the child, giving (1) Family history—nativity of child and parents, date of birth of each, number of children in the family, cause of death of parents or grandparents, amount of school instruction given the child. (2) Personal characteristics—height, weight, color of hair and eyes, irregularities in speech, features, and movements, defects of sight and hearing. (3) Capabilities—can he go up and down stairs, dress and undress himself, throw or catch a ball, tie a knot, go on errands, recognize colors, talk, read, count, write, draw, sing, imitate, handle tools, do housework? (4) Characteristics—is he excitable, nervous, gluttonous, fond of play, fond of children or fond of animals? (5) Habits—does he soil or destroy his clothing; does he injure furniture; is he dangerous with fire; does he use tobacco? (6) Moralities—is he affectionate, reclusive, truthful, frank, profane, obstinate, passionate, obedient, noisy, easily managed, religiously inclined, given to self abuse? (7) Diseases—has he ever had epilepsy, St. Vitus dance, paralysis, sore eyes, skin or scalp diseases, diseases of lungs or bowels? (8) Etiological—occupation and age of parents at the time of the birth of the child; was he born in full term; were instruments used; was there deficient animation in the child at birth; was he nourished by the mother or fed artificially; was either parent subjected to special overtax or strain of body or mind immediately prior to the conception of the child, was the mother during pregnancy subjected to any continuous anxiety, hardship, or accident; was either parent or grandparent addicted to the use of alcoholic drinks, tobacco, opium; had either parent before the birth of the child been subject to paralysis, neuralgia, epilepsy, chorea, nervousness, or eccentricity; are there cases of feeble-mindedness or insanity in the family of the father or mother? In all one hundred and seventy-four questions are asked, and the family physician is requested to fill out the blank, together with the aid of competent friends or relatives.

VI. CLASSIFICATION OF CHILDREN.

The inmates of the home are roughly classified in three departments—Imbeciles, idiots, and epileptics and paralytics. To the first class belong those chiefly of arrested mental development—"a weak-

ening resulting from an uneducated, immature mind—a wavering, a failing of the vital processes of the brain that has never known a stronger or a normal condition." This class includes the idio-imbeciles—those susceptible of training along simple, uncomplicated lines; and the higher grades of imbecility or feeble mindedness—those children capable of considerable intellectual and industrial training. The idiots, or those characterized mainly by negative functions, make the second class. These may have a sufficient modicum of mind to admit of imitation and possess the power of memory, but they are only in a very slight degree teachable. The epileptic, or third class, may include both imbeciles and idiots. Dr. Osborne thus characterizes this class: "The epileptic is an individual of strange characteristics, and a duality of personality which may quite outdo in viciousness and meekness, criminality and cunning, immorality and simulated innocence the Jeckyl and Hyde creation of the novelist. * * * We speak of epilepsy as a disease; rationally it is a misnomer. Many diseased states follow in the epileptic train, but the original, prime influence of this altered state of mind and body, to whose outward manifestations we give the name of epilepsy, does not arise alike in every case from any one particular organ, relates to no one particular function, limits itself to no one particular tissue, perhaps has no particular germ to call its own, and its mental and physical degradation of the afflicted scarcely ever effects any two exactly alike."

VII. EDUCATIONAL FEATURES.

The educational work of the home is confined largely to the imbecile class, although many of the epileptics are capable of doing considerable intellectual work. Most of the children begin in the kindergarten. This department of the institution at Glen Ellen is under the supervision of Miss Emma Williard Peck, an efficient and sympathetic worker. Here the capabilities of the younger members of the institution are tested; exercises are given in paper cutting and folding, sticklaying, mat weaving, and work in colors. They are also taught songs and games. The superintendent notes that physical activity is especially beneficial to these children and on this account much is made of the games. As a rule the children are very fond of music and reciting. The memories of many of these children seem unusually strong.

From the kindergarten the children pass to the different educational departments, receiving instruction in the elements of arithmetic,

reading and writing. The school work which was inspected by the writer some weeks since seemed most excellent, considering the size of the classes and the great number of obstacles peculiar to this class of defectives.

The speech of many of these children is markedly imperfect. In a class of 23 boys from eight to sixteen years of age, four could not speak at all, four could scarcely make themselves understood, six could speak fairly well, and but nine could speak well. This very general defect of speech combined with diseased and weakened brains makes progress in reading and language doubly slow. The school work is continued throughout the year from 9 to 11:30 A. M. and from 2 to 3:30 P. M. with evening classes for those engaged in industrial activities during the day. Much attention is given to calisthenic drills, dumb-bells and wands. The cadet system of drill is adopted among the boys, for more thorough discipline and self-control. The brass band, composed of a dozen boys, and the orchestra, of as many girls, practice under a skilled leader four hours each week with astonishing results. In one instance an idiotic girl, who scarcely equals a two year old child in vocabulary and intellectual development, rivals "Blind Tom" in her musical accomplishments. Manual training enters largely into the scheme of work at the home. The boys are taught shoe-making, carpentry and farm-work, and the girls given an excellent course in domestic economy.

VIII. CAUSES OF FEEBLE-MINDEDNESS.

From the incomplete histories of children furnished him, Dr. Osborne gives the following leading causes of feeble-mindedness of the 248 inmates in the institution, September 15, 1892: Accidents and diseases of infancy, 204; causes relating to pregnancy, 18; relating to parental condition, 9; relating to brain lesions, 18. Eighty-six are reported as congenital and forty-four as caused by epilepsy. Three children had insane parents, one child had a feeble-minded father, and in two instances the parents were related. One family has furnished the home with seven inmates, the father being a drunkard and the mother feeble-minded; another family is represented by five members. In another instance a feeble-minded mother and four children to whom she has transmitted a taint of her disease, are inmates of the home.

IX. RESULTS OF TRAINING.

The feeble-minded as a class are dull in perception, with slight power of attention, uncertain memory, weak will-power, defective

judgment, awkward gait, unsteady hands, defective speech, and dreamy, far away expression of the eyes. As a class they are of neurotic stock and subject to all the physical and mental suffering due to extreme nervousness. Educational work under these conditions is necessarily difficult; and yet the results of careful, sympathetic and systematic training are most satisfactory. In many instances it is not possible to outgrow or overcome the defective mental condition, but in most cases it is possible to develop their bodies, strengthen their minds, and train them to be helpful to themselves and useful to others. From Dr. Osborne's annual reports I glean the following evidences of improvement:

Matilda C. Has been an inmate of the home four months. Could speak no words when admitted. Can now say a few words and behavior in school much improved.

Lulu B. Has been in the home two years. Improves slowly.

Edna F. When admitted to the home eighteen months ago could speak but few words. Now says a great many words and seems more intelligent. Has developed a great love of dress, and notices new clothing.

Maud H. Has been in the home since its foundation, but shows little improvement. Formerly she was irritable. Has developed a fondness for dress, and she delights in red things, especially red bordered handkerchiefs.

Pearl P. When admitted to the home two years ago she was noisy, disorderly, and destructive, screaming almost constantly. Has shown most decided improvement. Is less destructive and has become quite docile in school. She sings and hums much of the time.

Earnest B. When admitted was eight and one half years old but had never spoken. Was in good health, but sensitive, diffident and easily discouraged. On examination a certain malformation of the mouth discovered. Given exercises in articulation. Made rapid improvement. Was taken from the home and placed in the public schools, where he has distinguished himself as a diligent and bright pupil. Recovered speech after training at the home for two and one half years; all evidences of feeble-mindedness removed. "The chasm of imbecility has been spanned and he has passed over to the bright land of an intellectual promise."

That this work is being most efficiently done at Glen Ellen is apparent to those who have inspected it and studied the results. After a somewhat careful study of the California Home for the Care and

Training of Feeble-Minded Children the writer is led to believe that it is one of the best managed charitable institutions in the State. Its methods are thoroughly modern and its tone and influence broadening and uplifting to the hundreds of unfortunates who constitute its membership. Dr. Osborne is sufficiently young in years to be progressive, in the best sense of that word, and sufficiently experienced in his chosen field to be a conservative and a safe leader of this great educational movement—"a link in the chain of the public schools," as Dr. Howe once said, "the last indeed, but still a necessary link in order to embrace all the children in the State."

The Study of Literature Defined and Enforced.

BY JOHN T. WICKES, AMADOR CO., CAL.

An educator should avoid hobbies, in office or in culture. While all studies demand some notice, yet they differ in importance, and in spite of public opinion. The test will be the higher needs of society, and the pleasure they will bring to mind and heart. Language is the means of communication between man and man, it brings mankind in closest sympathy, it enshrines all knowledge. It makes the whole race kin. The poem, "Excelsior," has made its way into many tongues, in spite of religious and race prejudices, because it interprets an universal truth. It anticipated the world's parliament of religions. Yet our school work in the material of language, and in the study of its wonderful realizations, is very feeble.

Our State University has noticed it in the papers of those who cry for entrance at its gates. It has earnestly called upon us to correct the evil. Our high schools, as feeders of that institution, have been thus forced to pay attention to its demand, but the urgency of the matter has not been felt in the grammar grades, where the study of composition and literature should be given more systematic prominence. Mathematics take up an undue part of the teacher's school-work, from one-third of the time and upward. Many parents seem to think that arithmetic is paramount, when very little of it will do for the business of life. The Chinese show that a good knowledge of the mere fundamentals enables them to meet all the business exigencies of life.

The masses have no special use for higher arithmetic or algebra, and even teachers rarely use them outside of school work. Of course,

science needs specialists in this line, but the instruction should be given in private institutions, and not where "the greater good should be to the greater number." Algebra is a good training for the reasoning powers, but it should not be taught to the exclusion of that study which more directly appeals to the moral and artistic sense, to human sympathies and communion, and yet has a claim upon the reasoning powers. The spirit of the age demands that the eminence of "English" be set forth. How potent has skill in it made journalism. Its varied use has made the newspaper the great educator of the people, the genius of liberty, the world's tribune.

The attention of the young should be more closely directed to the beauties of composition, to the symbolic meaning and possibilities of language. The memorizing of choice pieces shall be in after life to them like the opening of a chest in which the contents have lain in lavender, or the laces, silks, and satins smell of rosemary.

Who has not felt that when he has been constrained to sit down, tired and despondent, in the sometimes desert of life, that the revival in the memory of some choice literature has been like the gushings of a spontaneous spring amid the sands, fringing the marge with the freshness and verdure of a perpetual youth. Cried a queen of France, as her hair whitened in prison—"O for the resources of a cultured mind."

Indeed, the water is turned into the very wine of life, a wedding feast. The memories, even of "Mother Goose" bring back to the aged a second childhood. Extracts from Campbell's 'Pleasures of Hope' stored in our youthful mind, have gained in power and application as years have rolled on. Take the lines:

" Yes there are hearts,—Prophetic Hope may trust,
That slumber yet in uncreated dust,"
" Ordained to light with intellectual day,
The mazy wheels of nature as they play."

An episode in our life revealed to us the force and beauty of the last couplet. When a boy we took refuge from a sudden storm in a foundry. Here were mazy wheels. One revolved 2,000 times a minute, and was but a quivering haze to the eye. A flash of lightning revealed its periphery, its every spoke. We now understood the allusion. We were prepared for the further apotheosis of Newton: "God said, 'Let Newton be!' and there was Light." The hemisphere of our minds, overarched, should sparkle with such lights, yet there are minds akin to our southern skies near the pole, full of dark spaces.

The infinitude is not living. The literary, scientific and mathematical imaginations need something there to fill the prospect up. Here is where the three great spheres of education may be harmonized and conjoined, in the imagination. In the palace Escurial, Spain, is a rare manuscript, brought from the Neo-Platonic school of Alexandria by the Arabs to the college of Cordova, when they dominated Spain. This uses geometric symbols to idealize the story of creation in Genesis. The beloved Plato was a geometer and an idealist.

The three departments of knowledge mentioned make the mind full-orbed, complete. Like a crystal sphere, it then gathers light from every quarter, and reciprocally reflects it in radial lines in every direction. Children must obtain a vocabulary from earnest and extensive reading, from association with the cultured and gifted, and they must test their acquisitions by frequent recitation and composition. Study of the great classics will give them brevity, force, and clearness of speech. The story of Lexington, as told in the eighth stanza of "Paul Revere," is a model of condensed narration. Take Willis' paraphrase of the first miracle of the Messiah: "The conscious water saw its God, and blushed." The close study of poetry discovers this brevity, which is the soul of eloquence, and leaves its spell upon the mind and heart of the student. Philosophic thought is exquisitely condensed and made pertinent in Tennyson's "In Memoriam." It is the clairvoyant state of the enchanter, to rise betimes from his sculptured couch, clothed with sublime vesture and revelations from the invisible world. Fill mind and heart of the pupil with these exquisite revelations of the infinite domain of the mind and the soul's immortality! Thrust aside whatever is in its way! Realize this as the end of all education. "The poet is dowered with the scorn of scorn, the hate of hate, the love of love." Such poets as our own Longfellow are angels from heaven to announce a new incarnation. He heard himself the "Footsteps of Angels." The scenery, history and aspirations of New England have been immortalized by her gifted ones, and their spell rests upon her sons and daughters.

(Concluded in May Journal)

WE do not want more normal schools, but infinitely better ones. The institute must have a purpose and power. County superintendency must be educational, but not political. The normal school must not be a short sluice-way for girls into small paying positions in country districts,—S. S. PARR, St. Cloud, Minn., at Richmond meeting.

Swedish Gymnastics in Education.

BY HAROLD OHRWALL, SAN FRANCISCO.

Here on the Pacific Coast, where the climate allows of so much out of door exercise, there is nothing to prevent one having as fine a physical development as that of Greece itself, when we understand and want it. To produce such a free, noble, harmonious civilization as may be hoped for here, requires, however, far different educational forms from those in use to-day. This has been seen by our best educators for many years; and efforts are constantly being made to introduce physical training into our school curriculum. When this step is decided upon it next remains to choose what system of physical training we shall select for our children. There are three before the public to-day; the German, the Swedish, and the Delsarte. Also, with and out of these what may perhaps be called the American system, which is simply a practical adaptation of certain principles and processes from the others.

It is not always most reasonable to do what looks most practical; and if the American system of gymnastics be but a makeshift affair, suited perhaps to the tastes of undeveloped organisms and the necessities of inconvenient surroundings, then we need consider if we cannot do better. The two best known systems and most practically adapted to school uses, are the German and the Swedish, and the difference between them seems to be very like the difference between promiscuous manual training and Sloyd. Manual training is a good thing, however it be acquired; but Sloyd is a better thing because it not only trains the hand but the mind as well. The German system of gymnastics is a good thing; it is a very good, useful, popular system; but the Swedish system is better because of its more perfect educational process.

Ordinary gymnastics as practiced in our schools are used mainly as a rest and change from mental labor, an amusement, and perhaps as a means to special development. The Swedish system of pedagogical gymnastics is in itself an education, is nearer to the undying Greek ideal, the gradual and harmonious development of the whole organism, body and mind together. It is for this reason that as an educational system it stands unrivalled; for the scientific precision and artistic beauty of its conceptions. What is most noticed in our athletes and gymnasts of to-day, is their unwieldy special develop-

ment, the lack of proportion and relation, the inharmony of the result. The physical education which we should have in our schools is not that which should feed the ball ground, race track, and ring with brawny specialists; but an education of muscle and nerve and their coördinate activities which should make for health and beauty and virtue and peace.

To Americans, nervous and intense, this system of carefully studied yet simple movement, with their subtle and gradual reaction on the organism, is far more beneficial than the more active and emulative gymnastics from which the pupils gather new stimulus and new exhaustion. From the knowledge and practice of a perfectly graduated system such as this, must come a tempermental improvement which will lead us to equal truth and reason in our mental gymnastics—so far yet from true pedagogics! Another marked advantage of the Swedish system for school use is that it is equally adapted to boys and girls; treating the muscles of the human body, which are alike in each, rather than developing special activities which widen the breach between our little men and women, and leave the girl with a sense of discouragement and dislike for the whole thing. The slow awakening, stimulating, exercising and relaxing of muscle after muscle, the establishment of quick, active intelligence and volition in the management of the body, and the upbuilding of that beauty and grace which is found only in full muscular co-acting—these are found in the Swedish system. When we learn to estimate the value of strong and healthy womanhood, with the ensuing vigor and ease of motherhood, we shall be more interested in how our daughters' bodies are trained than we are now. A girl whose early school years were full of rich teaching in gymnastics; who had learned in those years to place physical development among her other ideas of excellence; who had formed the habit of associating ideas of praise or blame with the build, carriage and action of the body—such a girl would have beauty such as we do not dream of now, and health of a new sort. Almost as much may be said of the boys. They can run and tumble and climb, to be sure; they can fight and play games; they excel perhaps in the use of some special apparatus; but they lack beauty; the beauty that means health, virtue, wisdom, power.

Merely to go through a form of exercise which rests and pleases is an advantage; and every piece of apparatus work, or new trick and accomplishment, is an advantage while our children tire at the desk so many hours a day. But real scientific exercise is far, far

better. Moreover, while the child unscientifically trained may be strong and skillful, yet utterly lack the poise and grace of true physical education and find it difficult to attain, the child rightly trained in full harmonious development of all its powers, may at any time take up some special exercise and become easily proficient in it.

Apparatus should be used and enjoyed by our children as a part of or an adjunct to the Swedish system. It is not the using or non-using of the apparatus which distinguishes the Swedish systems—it is the deeply scientific method of using any or all motions. Where expense is an item much good can be wrought by the Swedish systems without apparatus; and where it is not, apparatus may be added indefinitely. The object of all physical training should be to produce a human body perfect in type, in proportion, relation, etc., and easily able to do whatever any human creature can do. If we were to teach gymnastics like the Chinese alphabet we should have to put the child through a course in all the variations of human activity. We do not do this. We seek to concentrate and classify all human movements into their potential elements; and to practice, in graduated effort, a few subtly contrived exercises which shall develop the power to do all things. This is what is done by the Swedish system of gymnastics, and this is why it is so adapted for use in our public schools.

UNTRAINED teachers are of three classes: the teachable, the unteachable, and the "in the ruts" teachers. The teachable teachers are easily cared for by an efficient superintendent. By the unteachable I mean those who teach well by instinct, who learn in their own way, but who are worried and spoiled by attempts to harness them to another's plans. Let these alone. They will accomplish much. Teachers who are in the ruts and will not get out, should be gotten out of the schools as soon as it can be prudently done.—A. B. BLODGETT, Syracuse, N. Y., at Richmond meeting.

ONE of the unsolved educational problems is the what and the how as applied to boys who will not go to school if they can escape it; boys whom the teachers wish were not in school when they are there. It matters not why a boy is out; he stands for a failure in education so long as he is out, and is what he is when in school. He presents three problems in one: How shall he be kept in school? How shall he be kept at work when there? How can he be brought into harmony with the school?—EDWIN P. SEAVER, Boston, at Richmond meeting.



METHODS AND AIDS.

Object Lessons.

BY A. S. MILLER, PALO ALTO, CAL.

Many teachers think that object teaching and the use of objects to illustrate abstract subjects, have only recently come into use. Pestalozzi brought the principle of object lessons into prominence, but Comenius, Locke, Rousseau and others advocated the same principle before him. Objects, no doubt, have been used to give instruction in all ages. We read in Judges VIII. 16, "Gideon took the elders of the city, and thorns of the wilderness and briars, and with these he taught the men of Succoth."

There are many teachers who do not know how to give a systematic course of object lessons. Zoölogy and botany are probably the best subjects for this work, and, of these two, botany has many advantages. Children can be taught to do independent work from the beginning. Ask them to collect a number of leaves, and then explain to them the parts of a perfect leaf. After this lesson, they are prepared to do some independent work. They collect leaves and find the number of perfect leaves, and those that do not have all the parts of a perfect leaf. Add a little to this every day. Teach the venation, margin, base, apex, etc., and, as soon as the child can write, he ought to describe and draw on paper the leaves which he has collected, and pin a specimen on the paper and hand it to the teacher as the result of his observations. The parts described should be drawn, or reproduced in clay, wood, or stone.

Procure a number of tumblers or other glass vessels. Fill them with water to a certain height. Place a thick layer of cotton on the surface of the water in such a way that the cotton becomes wet through. Put beans, peas, kernels of corn, wheat, oats, flax-seed, and other seeds on the cotton. Cover the seeds with a layer of cotton, and place the vessels into a warm place or a sunny window. In a few days the seeds will germinate. From these specimens the children can learn how seeds germinate; how the stem and root develop from the seed, etc. Show them where the material is laid up in the seed

for the nourishment of the young plant. Here you have material for many lessons. Then teach the stem, root and flowers.

Observing, drawing, reproducing, and comparing cultivate the perceptive powers, the memory, the imagination, and the judgment. If we accept the results of recent experiments and observations, which seem to prove that the organ or faculty which sees also remembers what is seen, the one which hears remembers what is heard, etc., the value of these lessons remains the same. They cultivate a variety of mental powers.

Such work cultivates the attention and language, and gives teachers an opportunity to impart much valuable information, which the child cannot discover for himself. If the work is properly conducted, children will be able to speak from the actual presence of ideas in their minds. They do not repeat what the teachers have told them, often words without meaning to them, but they express what they have learned through their own efforts. Children should be allowed to say all they can say about such objects, and then the teacher should lead them on by questions and suggestions to say still more. Not until this has been done should the teacher give additional information. Do not waste time by allowing children to discover everything by accident that you think they can discover for themselves, but cause them to make discoveries by design. Open the book of nature to them. Teach them something about the soil, minerals, animals, and plants, and they will find "tongues in trees, books in the running brooks, sermons in stones, and good in everything."

If you give lessons on such objects as gold, silver, iron, oranges, etc., you ought to make out an outline so that your work may be systematic. For example, take the apple, a well known object about which the average person knows very little. Give the children the following outline to direct them in their pursuit after knowledge: Find out what you can about the apple by seeing, tasting, feeling, and hearing, also the uses and the incidents. The teacher's outline may be something like this:

APPLE.

1. KINDS: *a.* Baldwin; *b.* Russet; *c.* Pippin; *d.* Northern Spy, many others.

2. PARTS: *a.* Peel; *b.* Pulp; *c.* Core; *d.* Seeds; *e.* Seed-case; *f.* Stem; *g.* Veins.

3. QUALITIES: *a.* Seeing; *b.* Feeling; *c.* Tasting; *d.* Smelling; *e.* Hearing,

4. USES: *a.* Butter; *b.* Wine; *c.* Dumplings; *d.* Pie; *e.* Cider; *f.* Vinegar, and others.

5. INCIDENTS, FABLES, ETC.: *a.* Paradise; *b.* Newton; *c.* Golden Apple; *d.* Apple of Discord; *e.* Apples of Isikash; *f.* The Apple of perpetual youth; *g.* Apples of Pytan; *h.* Apples of Sodom; *i.* The Apple of the eye; *j.* The singing Apple; *k.* Prince Ahmed's Apple; *l.* Apple-pie bed; *m.* Apple-pie order.

As much of this outline can be used as is suitable to the grade of the pupils and the object in view, or more can be added. The native country of the apple, commerce, how to prevent rotting, care of trees, process of making apple-cider, and apple-butter, etc., can be taken up. The teacher should bring a flower of some kind into the class-room, and show the pupils the calyx, corolla, stamens and pistili. Cut an apple lengthwise and tell them that the eatable part is the thickened calyx of the flower, all inside the green veins belong to the receptacle of the flower and the green veins are the remnants of the petals and stamens.

In giving lessons on botany, the varying forms, the new characters, and the new relations of the parts of plants, which the child discovers every day, stimulate the attention, and quicken those powers of the child, which ought to be developed at this time. Such work directs the self-activity of the child in lines of industry, and helps to produce that harmonious development which is the object of education.

How to Make a Telephone.

The following description and cuts of a telephone very simple to make we borrow from *The Electrical World*, which states that it will give excellent results on lines up to five or ten miles in length, when used both as a receiver and transmitter. If used in connection with a transmitter, it will answer for any length of line. If the line is to be constructed in close proximity to electric railway or light wires, it should be made a metallic circuit, but elsewhere a grounded circuit will answer just as well.

The material required for a set consisting of two telephones, one for each end of the line, is as follows: One ounce No. 36 silk-covered magnet wire; two horse-shoe magnets, 4-inch; two flathead stove bolts, one quarter inch in diameter and one and one-half inches to two inches long; a piece of photographer's tin-type large enough to cut from it two round diaphragms two and one half inches in diameter; four small wood screw binding posts; twelve flat-head brass screws, three quarters of an inch long. Use well-seasoned mahogany, or any hard wood, about seven-eighths to one inch thick, for the main case, and for the cover; that one-quarter or three-eighths inch in thickness is best. The pieces of wood should be larger than the dimensions given, and if marked and bored before sawing to the size desired there will be less likelihood of splitting.

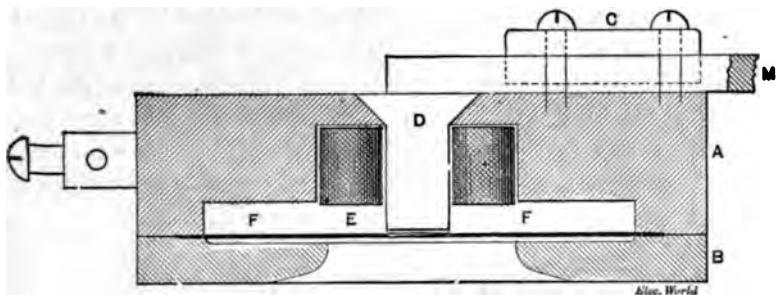


FIG. 1.—SECTION OF TELEPHONE, FULL SIZE.

Fig. 1 is drawn full size, from which the dimensions for the holes in the wood can be obtained. The two and one-quarter inch space under the diaphragm, *F*, can be bored with an extension bit, or marked out with a compass and cut out with a chisel. The inch hole should be bored with a bit which has no lip, in order to leave strength sufficient for countersinking the head of the stove bolts. The depression in the lid need not be as deep as shown, but merely enough to clear the diaphragm. The stove bolt should be cut to a length a little longer than necessary, and then carefully filed and fitted by trial so that when in place it will just clear the diaphragm.

For the wire a spool should be made of cardboard, to fit the bolt and central hole neatly; the spool with wire, *E*, is wrongly shaded in the cut.

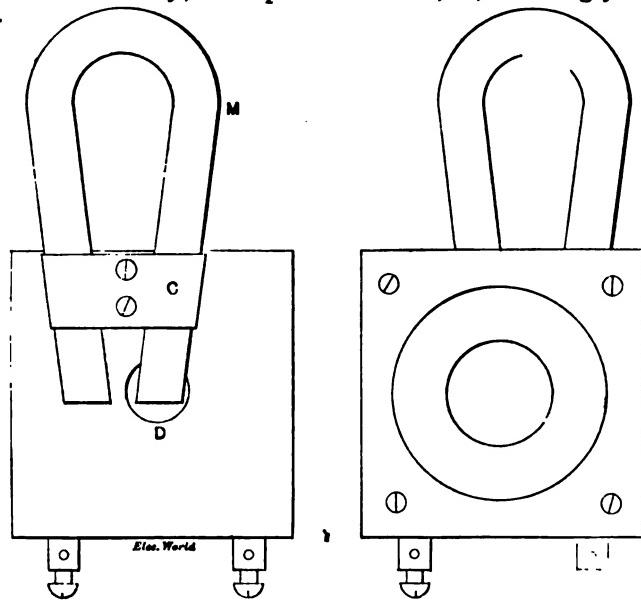


FIG. 2.—REAR AND FRONT VIEWS OF TELEPHONE, HALF-SIZE.

The magnet is held in place, with one pole over the bolt-head by a piece of wood, as shown in Fig. 2 (half-size), the part between the legs of the magnet just clearing the bottom when the screws are home. The ends of the wire are brought to the binding posts through two small holes, bored in the wood. Magneto bells are the best, and, in the end the cheapest, for use as call bells in connection with the telephone.

Programs for Arbor Day.

[The following programs for Arbor Day we reprint from *The School Journal*. In giving these outlines for the different grades, the little work on "How to Celebrate Arbor Day in the Schools," published by E. L. Kellogg & Co., has been used as a basis for material]:

PRIMARY.

1. O Happy Day.
2. Short talk by an invited guest.
3. Recitation, "The Secret."
4. Music.
5. Exercise for ten or more girls, "The Daisy Nurses."
6. Recitation for a boy, "How to Make a Whistle."
7. Special exercise for nine pupils, "Little Runaways."
8. Song, "Merry Spring."
9. Recitation for a girl, "A Seed."
10. Recitation, "The Rain."

INTERMEDIATE.

1. Opening Song or Music.
2. Talk by the teacher, "How Arbor Day Started."
3. Composition on Trees.
4. Fancy Drill, "The Pink Rose."
5. Special exercise for nine girls, "The Arbor Day Queen."
6. Song, "We Have Come."
7. Recitation, "Grow and Keep on Growing."
8. Exercise for nine boys, "The Plea of the Trees."
9. Recitation, "The Vernal Shower."
10. Exercises for fifteen pupils, "The Poetry of Spring."
11. Music.

GRAMMAR.

1. Opening Song.
2. Composition or "Arbor Day in Our State."
3. Recitation, "What Do We Plant?"

4. Quotations.
5. Song, "Plant the Trees."
6. Special Exercise, "The Coming of Spring."
7. Recitation, "The Fringed Gentian."
8. Talk by the teacher or superintendent.
9. Exercise, "Through the Year with the Trees."
10. Song and march to the tree planting.

The aim of the teacher in preparing a program for a celebration of Arbor Day is to incorporate the feeling of the occasion in every selection. Music is, perhaps, the best for the opening and closing numbers. A march or some general exercise in the middle of the program is a good thing. Recitations that include quite a number of pupils are excellent. Without extending a program too long, it is well to bring forward as many pupils as possible. Consider the individual ability of the performers, and the result will be satisfactory.

Hints on History.

REVOLUTIONS AND ADMINISTRATIONS.

1. Assign lessons by topics and not by pages.
2. Lead the pupil to give in his own language all the information he has been able to collect.
3. In developing a topic, as far as possible base each question upon the preceding answer, and connect and systematize the matter given in recitation.
4. Show how the history of a place or a country depends upon its geography.
5. Call frequent attention to causes and results, history being merely an unfolding.
6. Pay marked attention to biography.
7. Call attention to noted days in history.
8. Read extracts from books before the class, and relate incidents pertaining to the lesson.
9. Give frequent exercises in written work on review.
10. Finally, do not burden the learner with dates and unimportant events.

BELLE COLE, Contra Costa County.

SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

Slant Versus Vertical Writing.

By J. H. WILKINSON, HORINTOS, CAL.

The only arguments brought forward by the advocates of vertical writing that are worthy of refutation are those mentioned in "The Question of Writing" in the March issue of THE JOURNAL, namely, slant writing necessitates an unhygienic position and injures the eyes by fixing them at an unequal angle. That there is no foundation for either of these assertions every competent teacher of penmanship knows. There is no style of writing that demands an unhygienic attitude. On the contrary, a correct position is indispensable to the execution of good penmanship of any kind. An improper position is one of the chief obstacles to good writing, and the judicious teacher removes this impediment by careful drill and constant attention.

An unhygienic position is the result of bad training, or what is perhaps more often true, a total lack of training. The teacher whose pupils assume improper attitudes would fail to obviate that fault if teaching vertical writing. Good position does not belong to any system. It is the result of training. In all schools of penmanship attitude is carefully looked after. Read any standard work on penmanship and you will find good position emphasized.

A. N. Dabney, editor of the *Western Penman* and author of numerous works on penmanship, says: "After teaching writing for fifteen years I am inclined to attach even more importance than formerly to position." C. P. Zaner, in a series of lessons, has this to say: "A bad position is inexcusable, it is an insult to our Creator; it is inelegant, injurious, unnatural."

Now if it were true that slant writing necessitates a bad attitude would not it have been apparent first to professional penmen? Yet these men who write from morning until night, day after day, year after year, are as straight backed and clear eyed as any other class of men, and almost without exception are warm advocates of slant writing. In fact they are the very persons that years ago, after deliberate trial, discarded vertical writing, then known as round back-hand, for the

slanting system. Slant writing was adopted because it contains the three essentials of good penmanship—ease, rapidity and legibility.

Precisely the same position with reference to the trunk, head and arms is advocated for both systems. Prof. H. W. Flickinger, a well known penman, says of position: "Other positions may properly be assumed at times, but the front position is the most natural and the most healthful. Sit nearly upright, facing the desk, but do not allow the body to touch it. Elbows extending over the edge of the desk; forearms at right angles to each other, left hand resting on paper, feet flat on the floor, left foot slightly in advance of the right."

D. W. Huff, a recognized authority, says: "Correct position facilitates, while incorrect position impedes the writing machinery. I never permit my pupils to assume the right oblique or right side positions. The front is not only the strongest and most comfortable, but the most healthful position." These men are slant writers. The following is from A. F. Newlands, the chief promoter of the vertical style: "In the position for vertical writing the upper part of the body remains upright and is supported by the spinal column. The forearms, not the elbows, are laid upon the desk in a symmetrical position. Being the shoulder props they bring the transverse axis, the connecting line between the shoulders, and the transverse axis of the head, parallel to the edge of the desk. The latter is lowered but slightly to obtain a clear view of the paper, which is placed slightly to the right of the median line of the body; it leaves the spinal perfectly straight." If these gentlemen have spoken correctly what have we to gain on the score of position by changing systems? Perhaps it will be asserted that pupils will just naturally and without training maintain a correct hygienic attitude when writing vertically. It is not so. In schools that give a complete course in penmanship, the vertical along with some half dozen other styles of script is taught, and it has never been observed that students are less liable to bad position while writing it than any other. It may be pertinent to remark that these schools do not recommend it for plain rapid work. In certain kinds of ornamental work it is used, but never in business writing.

To return to the subject. In my school I allow much latitude in slant, believing that it has small value aside from uniformity. In a school of thirty I have only two pupils whose writing approaches anywhere near to the vertical. With one of these I had no unusual difficulty in the matter of position, but the other, and the one whose

writing is most nearly vertical, gives more trouble in that regard than any other child in school; thus proving that vertical writing and a tendency to correct position are not always inseparable.

The second statement falls upon disproof of the first. If pupils are taught to keep their backs and heads straight, I fail to see the danger of injuring the eyes. I do not see how myopia, astigmatism, or curvature of the spine are possible. In conclusion I believe it may be safely stated that a correct "hygienic" attitude does not depend upon the system taught but altogether upon the teacher; that the best system is the most natural; and that the most natural one is the easiest one to write after correct position and correct movement are established.

If no other good result is accomplished through the controversy, let us hope at least that it may arouse American teachers to the importance of this worst taught branch in our public schools by observing the mischief caused by careless, haphazard, vicious methods.

Suggestions Received Through Child Study.

EARL BARNES, LELAND STANFORD JR. UNIVERSITY.

It is sometimes charged that the study of children as pursued to-day is impractical, and that it does not meet the demands of the real work of the school-room. To the intelligent teacher there are, however, many new evidences of a new order of work which is coming rapidly to the front in our best schools, and which is based upon the actual study of children's activities and interests. An interesting illustration of this is to be found in the supplementary reading matter now being issued by the Department of Education in Santa Rosa. In the first place Superintendent Burk brought out the story of "The Sleeping Beauty in the Wood and of Little Red Riding Hood," edited by Miss Frances O'Meara and Miss E. Louise Smythe, adapted to the vocabulary of the first grade pupils of the Santa Rosa schools, and printed on brilliantly-colored cards. The work was so successful that it has been followed by a little book called "The Golden Fleece," translated from the German of Niebuhr's Greek Hero Stories, and adapted to the interests and vocabulary of the pupils in the lowest primary grades by E. Louise Smythe. As Superintendent Burk says in his introduction:

"Miss Smythe has exercised the greatest pains in the selection of

incidents and in the choice of words. Her method of securing the vocabulary and plan of the story has been as follows: She first related the story to her pupils, and several days afterwards asked them to tell the story in their own fashion. Notes upon the words and phrases employed, and upon the parts of the tale which excited the greatest interest, were taken and worked over day after day. In all cases the child's form of expression, within the range of grammatical possibility, has been preserved, regardless of adult notions of style or essential elements of plot."

I have been greatly interested in trying this material in our experimental school here at the University, and I find that it appeals strongly to the native lines of interest in the child. It is true that these unpretentious bases of work are but a beginning, but they are a beginning that promises very much for the future of education.



NORMAL DEPARTMENT.

San Jose Normal School.

LEROY E. ARMSTRONG,	- - - - -	Editor-in-Chief
KATHRINE BIRDSALL,	- - - - -	Associate Editor
F. GENEVIEVE SAVAGE,	- - - - -	Business Manager

The new term witnessed a noteworthy change in the order of our morning exercises. The flag, which for so long has floated over the Normal building every day during school sessions, is not to be hoisted in the future, except on notable occasions, as birthdays of prominent men, anniversaries of important events, etc.

When it was first raised on the Normal, the supposition was that the constant presence of the flag would impress its significance upon the minds of students, and inspire in them stronger feeling of patriotism. Contrary to expectation, however, it became so commonplace that few noticed it. Thus was seen the necessity for a change in the old plan; hence the new one.

As an aid to the latter, the morning exercises were made appropriate to the occasions, so that when students see the flag up they

know there is a reason for it. Each class, in turn, is required to take charge of the program, and by the advice of a teacher, prepare whatever they deem fitting. Usually the programs consist of short essays, speeches, recitations, or readings and music. As the entire time for the program is but fifteen or eighteen minutes, everything is of necessity brief. There has been ample time, however, for some of our rising orators to distinguish themselves.

A departure from the usual order was made on Madison's birthday, when Mrs. Dolly Madison and Mr. Madison's two sisters entertained us with a letter from the husband and brother. The young ladies were all attired in quaint old costumes that made them appear as if they had stepped out of some picture of the long ago. While the letter was being discussed, Mr. and Mrs. Clinton were announced and the Madison's left us to receive them. An appropriate solo by one of the students closed the program. Thus the new plan is both interesting and instructive.

Plan for Geography Lesson on California.

GRADE—Fifth.

POINT—To give clear conception of the important natural features of California.

Preparatory to teaching this lesson I shall suppose the following assignment to have been given: Look on page forty-six in your Geographies (Primary State Text-Book), and notice position of California in the Continent of North America. Then, from the map on page sixty-three, draw an outline map of the State, making it about twice the size of the one given. Be careful to get correct slant. Bring maps to class.

TEACHER'S PREPARATION—Have ready for use sand and modelling boards for each member of the class; also have upon the black-board a map of California, on which are located the Nevada and Coast Range Mountains. The class should model from this map, as their own will probably be somewhat out of proportion.

LESSON PROPER—"Class, do you remember when we were making a map of our town, how we went to the top of Mt. — and saw the whole at once? Now, I don't think we could find a place high enough to give us a view of the whole of California at one time; so we shall have to imagine ourselves being carried by some large bird, a long distance from the earth, but keeping just above this State and

looking down on it. As you *mold* your map to-day, think how it would look to you to see California in that way."

First have them mold the map in outline, then calling attention to the two mountain ranges, have them put these in the maps. "We learned before that a mountain range has how many prominent slopes? In what directions would the range near the coast slope? The eastern range? (Memory). You observe in the map that the two ranges come nearly together in the northern part of the State. Can any one tell the direction of the slope where these two join? Ans. South. The same way in the southern part where the ranges meet, we should have a slope in which direction? Ans. North. Who can tell how many slopes in all toward the center of the State? Ans. Four. Now, as you imagine yourselves looking down from the above, who can describe what he sees?" The answer would probably be: "I see these two ranges of mountains with four slopes toward the center, enclosing a large valley." "What would we probably find in this valley?" (Memory and reasoning. This idea has been objectively developed before in Home Geography lessons). Ans. Rivers. "For to-morrow you may look in your books and examine the map on page sixty-three, to see if there really are rivers in this valley. If so find out the names of the important ones and be able to tell me what direction they flow."

The last two questions should really be a part of the assignment. This work should be continued for another day, careful attention being called to San Francisco Bay, considered in connection with the outlet of the two rivers. The principal physical features of the southern part of the State should also be considered.

GUSSIE HORSTMAN, SEN. B.

Los Angeles Department.

MISS BELL E. COOPER,
MR. ROY J. YOUNG,
MISS ORABEL CHILTON,
MISS HELEN VINYARD,

MR. JOSEPH E. BRAND,
MISS MARY E. HALL,

Editor-in-Chief

Assistants

We noted with much pleasure the remarks concerning our school in the editorials of the last number of this JOURNAL. The school will close on the 29th of this month, for a ten days' vacation. We are sure that all the students will enjoy their holidays in this beautiful

spring season, and will come back exhilarated by their brief season of rest. To the Seniors this will be the last vacation of their school lives, for after their return this time the lights and shadows of commencement will begin to fall upon them. Professor More's genial face was seen once more among us last week. He seemed quite interested in the work of the various classes, and we hope that he will drop in often.

The Botany classes are deeply interested in their work, and many varieties of wild flowers are seen as the result of their excursions. On the evening of March 16th the Philharmonic Society, composed of members of the Senior and Middle classes, gave a cantata, entitled "The Months and Seasons." The cantata consisted of a solo for each month, with appropriate choruses. Praise is due Mrs. Rice, the director, and the members for the able manner in which the cantata was rendered.

Longfellow's Anniversary was celebrated with appropriate exercises, several selections from the poet's works being read or recited, while the essays were on the following subjects: "Longfellow's Service to History," "Some Phases of Longfellow's Character," "An Abstract of the Golden Legend," "Longfellow's Contributions to Schoolbook Lore."

Child Study.

All the great educational minds of the present day are deeply interested in the study of the child's mind, and all enlightening material on the subject is being carefully collected. The teachers all over the State can do a great deal of this individual study by now and then giving their pupils paper and requesting them to write down their ideas concerning some certain object. The perusal of such papers will prove exceedingly interesting, especially from a psychological standpoint, and should wrong impressions be found prevalent the teacher should take the opportunity to clear up such false ideas.

The following article on apperception was written by one of our pupils after a somewhat hasty class study of De Garmo's excellent little book, "Essentials of Method."

This article is merely an outline, necessarily imperfect and incomplete, but is given as an illustration of the work done in our psychology department, and for further information interested readers are referred to the above-mentioned book, and to the *Journal of Education* for November 23, 1893:

Apperception.

Apperception is but a new name for an educational principle that has been recognized for centuries, but which has only recently been given a definite name.

This word in itself is not a very expressive one, and an etymological study of it would not reveal to us the great underlying truths and principles. But with the great dramatist, we may say "What's in a name?" after all, and forthwith proceed to investigate the subject matter included under this term. When a child enters school it makes little difference whether he is called John or Obadiah; it is the content of his mind that is the most interesting feature to us. Thus this name, apperception, need not be particularly discussed, but simply the psychical activity that has been thus designated.

Nevertheless, we cannot but acknowledge that it is well that this great principle has at length been named, even though somewhat arbitrarily, for now the subject is receiving much more investigation from thoughtful persons than it otherwise would have done. For many years, leading scientists acknowledged the presence in the physical world of some powerful, magnetic force, which later became known as electricity. Then it was, after this particular, yet somewhat misleading name had been applied, that the wonderful latent power of electricity was fully investigated, its capabilities discovered, and ingenious applications made of it.

Thus it is likely to be with apperception, recently named, but known for ages; and ere long educational psychologists will be able to state just what is included under this head, what its full significance is, and what practical, pedagogical applications may be made of it.

In so far as the subject has been investigated, let us see what the discoveries are. First, what is apperception? Of course many definitions may be given, but probably the following are the most satisfactory:

"Apperception is the mental recognition of relationships between old and new ideas."

"Apperception is intellectual cohesion. It assorts ideas, and binds them systematically and firmly together."

"Apperception is the process by which newly-presented ideas are appropriated by old ones."

"Apperception is the action of the mind upon the materials presented to it."

But still simpler are the following:

"Apperception is the psychical digestion of perceptions;" "Apperception is the act of mental assimilation;" or, more lucidly still, "Apperception is, in general terms, common sense."

We see the principle of apperception illustrated in every phase of life that shows mental progress, for every new mental structure is built on a foundation of old ideas, and apperception resembles a skillful mechanic, who assorts the prepared materials, then carefully lays the various parts together so as to form a useful and beautiful whole.

What has been built determines also, to a great extent, what shall be built; if the foundation is firm, the subsequent mental structure is likely to be substantial; but, alas! for the one who attempts to build a noble edifice when the supports are weak and flimsy, "great shall be the fall thereof."

Now, this is just where the great work of the teacher lies. He must carefully examine the contents of the mind of each individual pupil, and thoroughly explore the ground on which he is to build. Then he must clear up all false impressions, and supply all lacking experiences by means of observation or representation through imagination; then he is ready to proceed with the new work, and since most children possess good apperceiving qualities, little or no difficulty will be experienced if due interest and attention are maintained. Pupils who are considered slow and stupid, usually lack some knowledge necessary to apperceive the new ideas, and a thoughtful instructor will soon discover wherein the fault lies, and remedy it.

Absolutely new impressions are rare, for those ideas that are usually considered new are simply extensions of what one already knows. Education is the process of leading out, or building up successive ideas, and the great art of teaching lies in leading pupils to see connections and links between apparently isolated facts. The child's mind is filled with individual notions, and, as his knowledge increases, he becomes able to make classifications, which, as each year of instruction goes by, becomes more minutely subdivided. It is apperception that enables the pupils thus to classify presented objects; therefore, all true education may be said to be founded on good apperceiving abilities.

Every time that an idea is apperceived the mind is paving the way for grasping future ideas with greater ease, for the mental muscles are strengthened by exercise, just as the physical muscles are. Thus it is seen how important it is that each pupil should make his own clas-

sifications; for should the teacher do the classifying the child's apperceiving powers would soon become weakened by disuse. Apperception also calls for a logical system of thought, and a due exercise of judgment, two things that ought to be familiar to even the youngest pupil.

Every teacher seeking the best in his profession will make apperception his chief guiding star. We might refer to many prominent educators, both in this and in foreign countries, whose whole work is founded on this principle. But let us take an example familiar to us all: Christ, not only the Savior of mankind, but also the greatest teacher that the world has ever known.

First, look at the parables; how simple and familiar they are; the grain of mustard seed, the leaven, the sower, the ten virgins, the good Samaritan, the talents, the Pharisee and the publican, and many others. Now these are not merely interesting anecdotes, told for the purpose of amusing the people; they serve a much greater purpose than that. They call up previous ideas and experiences familiar to all listeners, and when this is accomplished see how skillfully He links the new to the old; so naturally does the conclusion follow, that we cannot help apperceiving the whole. Then "let us hear the conclusion of the whole matter."

1. An accurate knowledge of the content of the child's mind is absolutely necessary.

2. The teacher must possess an extensive knowledge of the subject matter to be presented.

3. He must skillfully bring the necessary old ideas into consciousness; and

4. The old and the new must be carefully welded.

These points secured, the educational advancement of the pupil is ensured, for "To him that hath shall be given," and to the child that has some knowledge shall be opened up the treasure houses of learning.

BELLE COOPER.

Chico Normal School.

DRAWING LESSON.

First grade in first part of first school year.

PURPOSE—To train the eye to see and the hand to execute.

TEACHER—I am glad to see all my little girls and boys here this

morning, and to see you looking so bright and happy, just as if the sun had awakened you as it did the flowers. I have a reason for being glad that you are all wide awake. I wonder who can tell me why I am glad?

P. You are glad, because when we are wide awake we can see everything, and tell the stories quickly.

T. Yes, that is why I am glad to find you awake and so happy. Now, who will be the first one to tell me what we did yesterday?

P. We played with the cubes.

T. Tell me something we learned about the cube.

P. The cube is smooth.

P. The cube is not round, for it hurts our hands when we try to roll it.

T. Can you make a cube for me to-day?

P. Yes ma'am, we can make a cube of clay.

T. When we make objects in clay we will play we are —

P. We will play we are potters.

T. And who are the potters?

P. People who make objects of clay.

T. And our working tools are —

P. Are our hands and thumbs.

The teacher will now lead the children to the use of the palm ~~s~~ in pressing the clay into a cubic mass, then require them to use the thumbs to mold the mass into a better form. Throughout the exercises get a free use of the word *cube* in simple and natural sentences.

ANNIE LOWREY, Senior B.—B.

University of California.

Perhaps it will be of interest to the teachers of the State to know something of the growth of the Pedagogical Department of the University of California.

Recognizing the necessity for an institution which should be ~~—~~ to the teachers of the secondary schools what the State Normal is to ~~the~~ the teachers of the grammar and primary schools, the Regents, in 18~~—~~92, created the chair of Pedagogy, and called to that position Prof. Elmer E. Brown, a man who needs no introduction to the teachers of the State, since it has been the pleasure of nearly all to meet him at Institutes and Associations.

The teachers of the State are to be congratulated upon the opportunities thus afforded them in this department, for Normal graduates can secure, with the exception of the languages, High School credentials on the completion of a two years' course.

After 1896, only those graduates of the University who have completed the prescribed work in Pedagogy will be recommended to teach in High Schools.

To such an extent have the duties in this department increased in college and throughout the State that a fellowship was created in 1893, and offered Miss Wertz, of Oakland, who has since had charge of several of the classes. Yet this addition has not been found sufficient.

Mr. C. N. Kendall, of the East, has been appointed Instructor of Pedagogy. This gentleman is a teacher of large experience and wide reputation, having served as Superintendent of Schools at Jackson, Michigan, for a number of years, and later at East Saginaw, of the same State. He graduated at Hamilton College, class of 1882, and some years later returned, taking the degree of M. A.

He will have in charge regular classes of the University, and in addition is expected to conduct Institute work throughout the State. Mr. Kendall is a valuable acquisition to the Department of Pedagogy, and the student body are to be congratulated upon the opportunities afforded them.

A Summer School of Chemistry will be offered all teachers of the State by Prof. Rising, of the Chemistry Department, provided a sufficient number signify very soon their desire to avail themselves of it. The term will, under this condition, begin the last of May and last about six weeks. The definite date will be announced soon.

THE great educational need of America is unity and organization. This is the only land except Turkey in which the teaching body does not control the educational action. We need expert instructors, who shall have the organization and control of the school.—DR. JAS. MACALLISTER, Philadelphia.

YOU cannot in any given case, by any sudden and single effort, will to be true, if the habit of your life has been insincerity.—F. W. ROBERTSON.

IT is my belief that only one-half of school hours should be devoted to study, and the rest to physical exercises and games.—
V-----



IN the latter part of April Prof. and Mrs. Barnes, of Stanford, will leave for a vacation in Europe. The Professor has been working at high pressure during the past two years and the change will benefit him. He has established himself firmly in the good will and esteem of California teachers, who will await his return with pleasurable anticipation.

THE Easter number of the *School Board Journal* contains, on a double page, handsome portraits of the forty-four State school superintendents. In the center of the group is the keen, clear cut face of the only woman in the list, Mrs. Laura J. Eisenhuth, of Bismark, North Dakota. It is remarkable that the Teutonic Northwest should furnish the only exception to the general rule, and that exception a lady of unmistakably German name. We would naturally have expected this lone woman to have hailed from far New England or the mining West. Superintendent Anderson's portrait is an excellent one.

FOLLOWING close upon the publication of the bequest of Mr. Wilmerding, comes the announcement of the death of Mr. A. G. Throop, of Pasadena. Although both were estimable citizens, their death would receive but scant notice, were it not for the association of their names with public benefaction. One act has placed both upon the public roll of honor, and has demonstrated again that the surest way to the public heart is by the extension of a helping hand to the great mass of toilers. It is a refreshing thought that along with the constantly increasing demand for the instruction of secondary and higher schools, comes a steadily increasing provision for training in the industrial arts. The hammer, the saw and the plane are being found equally worthy of consideration with the pen, the book and the map. "Father" Throop, as he was familiarly called, was a good, intelligent citizen with the philanthropic instinct. But "Father" Throop was more; he had wealth, and the death of a wealthy citizen excites peculiar interest. "Father" Throop was not only amiable, wealthy and philanthropic, but his philanthropy was in touch with the needs of his time. He devoted his entire fortune to the founding of a school, the purpose of which should be to teach boys to be manly

and girls womanly by giving them ability to be useful. Pasadena received distinction by the presence of such a citizen, and the people of the beautiful southern city did honor to his memory and thereby to themselves by attending his funeral en masse. May his example find numerous emulators the broad land over.

THE first of April finds Dr. Winship of the New England *Journal of Education* in the Institute field in Southern California. The teachers of Los Angeles and Orange counties will feel the inspiration of his presence, and later, Marin, Sonoma and other northern counties will give him glad greeting. When the "spring break-up" comes in New England, and the wretched season of sleet and slush and mud is on, Dr. Winship hies away to the land of sunshine and flowers; and travels north with the advancing season, literally following the movement of the flowers. In this way he divides the year into two seasons, a very short winter and a very long summer. When we met him last it was on the broad veranda of the Raymond Hotel, just outside the World's Fair Grounds; a furious thunderstorm was raging and we each purchased a cheap umbrella warranted to last until we reached our boarding places. We have ours yet but mourn the loss of a handsome silk one, the gift of a friend. The Dr. will find no use for his here. We will be glad to meet him again. He has a strong grip on our teachers here. For all-round ability and unflagging energy he has no equal among the Institute lecturers who have been among us. He is hearty, wholesome, natural. He does not train for effect; he has no fads. He does not classify human beings as educators and pupils. He believes that the children have minds, but he is not a devotee of the "Child Mind." He recognizes that the world is full of boys and girls, and men and women, and has a healthy admiration for the enduring qualities of pluck, push and grit. He comes among us like a breeze from the New England hills; and we give him our hand in genuine welcome.

AND now along comes another fad, shall we call it, or a symptom of a return to proper and healthy conditions. The city of Pueblo, Colorado, is attracting the attention of teachers, because of an experiment in its schools, which is so unusual in a city, as to be startling, if not profoundly significant. If something is not done quickly, we shall look to see in editorials and Teachers' Institute programs, the phrase, "The Pueblo System," "The Colorado Experiment," "A New Fad," etc., etc., ad nauseam. The Oakland City Board of Education, hear-

ing of it, sent their High School principal and superintendent to see how the thing looked and worked, in order to introduce it if it were found desirable. We have been looking for some city to furnish this excitant. It has been in the air for some time. Barometric indications appeared some months ago in the *Atlantic Monthly* under the title of "The Little Red School House." There have been numerous more or less well-defined symptoms on the part of the public in every large city and considerable town in the land; there has been for the past five years, a steadily growing remonstrance against close grading, systematic examinations and promotions; in short, against the machine in education, as there has been against the machine in politics, a growing desire to preserve the individuality of the boy as well as the independence of the man. We have an acquaintance, a country editor, Sam Jones, let us call him, his paper, *The Rural Echo*. Now, Sam Jones has been "at the outs" with the school board of his town for several years, because he has a notion that the school boys of his town are neither so mentally vigorous nor so well established in the essentials of knowledge as boys were when he was one. He has stoutly protested against the strict system of written excuses for absence, against the prescription of regular and equal doses of each branch in the "curriculum," against the alleged moral certainty of his boy's failure in after life, if he did not keep up with the "average," etc. He has given utterance to the educational heresy, that classes should be arranged on the vertical rather than the horizontal plan; that is, the plan of the old time country school where boys and girls of all ages were found in one room, rather than the one grade or half grade, allotted to each teacher in the thoroughly graded city school. As a result, Sam Jones is the village educational crank, whose idiosyncrasies are tolerated, because his paper "has a small circulation anyway," and therefore no special attention need be given to his opinion. Yet if this movement should by its proportions promise radical change from our graded system, Sam Jones would become a great man in his village, and might be held in demand as an instructor. But leaving the village editor, what is Superintendent Search of Pueblo doing, and why is it attracting so much attention? It seems that the pupils of the Pueblo schools are given the greatest freedom, they are driven singly rather than in teams, like a troop of boys starting in a pell mell race from the school house wall to the fast end of the playground. Each is to be given full credit for speed and endurance; only there is to be no jostling, no pushing, no tripping up,

True, the line will string out and seem disorderly, but that is to make no difference. Each boy in the race is to receive proper encouragement, but like the man in after life he reaches the goal alone. A great many intelligent people have long been thinking that the public schools should be conducted on some such plan. But those in charge of education have adopted, amplified and intensified, the graded system, and our intelligent doubting citizens have acquiesced because they believed in public schools, and did not wish to seem disloyal to them. Not all, as the large attendance in the private schools of cities with the thoroughly graded system will testify. It will not do to dismiss this evidence by charging that these private schools receive only the mentally lame, halt and blind. While it is doubtless very interesting to study this plan on the field where it is being attempted on a large scale, and the enterprising spirit of school boards who send representatives to investigate it is commendable, yet the same scheme in small can be studied in every night school. Here no classes are found; each receives the help he needs; each does as much as he can. Probably no State in the Union has done so much in the way of extending the graded system into the country schools as has California since 1884. It has not been done without a great deal of friction and sturdy remonstrance on the part of many teachers. We have watched this process closely and are not at all willing to concede that it has not been without some positive advantage. Yet it would be a singular event in our educational history if the system should begin to be discarded in cities about the same time that it is introduced into the rural schools.

The Educational Congress.

[We are indebted to Professor Brown, of the State University, for the following notes concerning The Educational Congress.]

THE time finally agreed upon for The Educational Congress is May 9 to 12. The sessions will be held in Golden Gate Hall, on Sutter street, near Taylor, San Francisco, beginning Wednesday evening, May 9th.

It is undoubtedly unfortunate that a time could not be secured for this gathering that would be more convenient for the great body of teachers in the State; but after repeated efforts to fix a better date, the committee was obliged to fall back on the week originally selected.

It is hoped that teachers will make every possible effort to attend. In some cases it may be possible to change the time of vacation to correspond with the time of the Congress. Teachers near San Francisco may be able to attend evenings and Saturday if they cannot come at other times.

THE committee has experienced great difficulty in securing the presence of the men they wished to bring from the East. That they have been making an active effort to secure such assistance may be judged from the fact that "regrets" have already been received from the invited guests: Dr. Harris; Presidents Eliot, Hyde, Gates, G. Stanley Hall, Angell, DeGarmo, and McAllister; Nicholas Murray Butler, Judge Draper, and Col. Parker. Other invitations have been extended, to which no answers have as yet been received by the committee.

PRINCIPAL SEARCH, of the Pueblo, Colorado, High School, whose recent article in the *Educational Review* on individual instruction has excited widespread interest and given him a national reputation, has promised to be present and take part in the Congress. The committee is still hopeful of securing the assistance of other strong men from the East.

THE forenoon sessions are to be devoted to round-table conferences on a variety of live, educational questions. The following have been assigned already: "Systematic Pedagogy," to Principal Edw. T. Pierce, of the State Normal School at Los Angeles; "Science in Secondary Schools," to Professor R. S. Holway, of the State Normal School at San Jose; "Text-books," to W. H. V. Raymond, Editor of the State series.

ONE afternoon session will be devoted to the Course of Study for Secondary Schools, to be in charge of Frank Morton, principal of the Boys' High School, San Francisco. Another afternoon session will be devoted to Child Study, to be in charge of Prof. Earl Barnes, of the Leland Stanford Jr. University.

ONE of the evening sessions will be devoted to the Chautauqua movement, to be in charge of the Rev. A. C. Hirst, D. D., of San Francisco. The remaining sessions will be definitely planned when it is known what further assistance can be secured from abroad.

AN Advisory Council has been appointed, consisting of twenty-

five members from different parts of the State. This Council has contributed valuable suggestions.

THE next meeting of the National Educational Association will be held at Asbury Park, New Jersey, July 6-13, 1894—the Trunk Line Association having granted the usual half rates, plus \$2 (membership fee), with extension tickets for return to September 1st.



MARCH, 1894.

J. W. ANDERSON, - - - - -	Superintendent of Public Instruction
A. B. ANDERSON, - - - - -	Deputy Superintendent of Public Instruction

This an extremely busy season for Superintendent Anderson, as the following letter from Los Angeles indicates :

P. M. FISHER, ESQ., EDITOR PAC. ED. JOURNAL:

Dear Sir: I have been too busy to prepare anything for the JOURNAL for this month; besides I have nothing of general interest to report.

Yours truly,

J. W. ANDERSON, *Supt.*

The *Record-Union*, of Sacramento, says that the Hindoo lecturer, who the other night told the people of Sacramento that a weakness in our social system is the failure to train youth into greater respect for age and parenthood, struck at the root of a distinct evil. It is certainly, as it is sadly true that our children are not educated and trained to that veneration and loyalty for their parents that should characterize our system. If there was due regard for parents and age, youth itself would be better ballasted, age be made more dignified, society bound in closer union, and a very considerable percentage of evil disappear.

The Journal Midwinter Fair Series of Sketches of California Teachers and Schools.

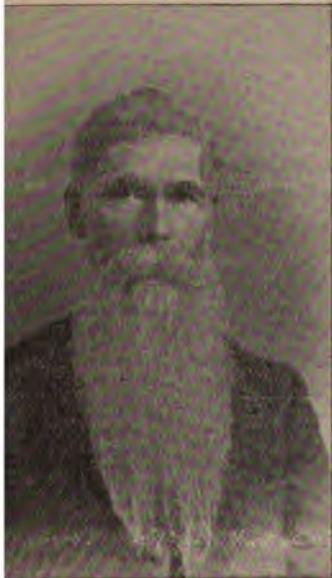
MRS. ETTA KISE HARRINGTON, Superintendent of Lake county schools, was born near Petaluma, California, April 17, 1857. Her father, Mr. S. C. Kise, lived on one of the Spanish grants so common in California, but after buying his farm four times without getting a valid title, he removed from the grant, and settled near Windsor in the same county. She attended the public school at Windsor, then under charge of Prof. Chas. King, who was afterward, for many years, Professor of Mathematics in the Pacific Medical College at Santa Rosa. Professor King took an especial interest in her education, and at the early age of 16 she successfully passed an examination before the Sonoma County Board of Examiners, and was granted a teacher's certificate. After teaching three terms she entered the Christian College at Santa Rosa, and remained in this institution until she reached the Senior class, when she again entered the schoolroom as a teacher. In 1876 she went to Yolo county, and engaged in teaching. In 1883 she was married to a Native Son of the Golden West, Mr. Ambrus Harrington, of Sacramento. After a residence of a year and a half in Sacramento, Mr. and Mrs. Harrington removed to Lake county, and settled near Upper Lake. Soon after arriving in Lake county, Mrs. Harrington commenced teaching in Middle Creek District, where she remained with but one interruption until 1891, when she removed to Lakeport, to take charge of the office of Superintendent of Schools, to which position she was elected. She was appointed a member of the Lake County Board of Education in 1886, and remained a member until her election to the office of Superintendent.



MRS. ETTA KISE HARRINGTON.

teacher's certificate. After teaching three terms she entered the Christian College at Santa Rosa, and remained in this institution until she reached the Senior class, when she again entered the schoolroom as a teacher. In 1876 she went to Yolo county, and engaged in teaching. In 1883 she was married to a Native Son of the Golden West, Mr. Ambrus Harrington, of Sacramento. After a residence of a year and a half in Sacramento, Mr. and Mrs. Harrington removed to Lake county, and settled near Upper Lake. Soon after arriving in Lake county, Mrs. Harrington commenced teaching in Middle Creek District, where she remained with but one interruption until 1891, when she removed to Lakeport, to take charge of the office of Superintendent of Schools, to which position she was elected. She was appointed a member of the Lake County Board of Education in 1886, and remained a member until her election to the office of Superintendent.

f Schools. Mrs. Harrington has been continuously engaged in capacity of teacher or superintendent for twenty years, and has eminently successful. Nearly all of her many years' service in school-room was spent in three schools, Sonoma, Yolo and Lake ties, respectively. As Superintendent of Schools Mrs. Harring- has had a wider field for the exercise of her talents, and has proved if an able and efficient officer. Her long and successful career e school-room has given her an intimate acquaintance with the ical working of the California school system, and a comprehensive-knowledge of the needs of the public schools. A sketch of the f this lady would not be complete if mention were alone made of ublic services. She is the mother of four children, three girls one boy, is very domestic in her tastes, and a happier home than ne over which she presides as wife and mother would be hard to



A. M. CHADWICK, A. M.

'A. M. CHADWICK, A. M., was born in Bethel, Vermont, April 16, 1835, and, with his parents, removed to DuPage county, Illinois, in 1840. Here he spent his early years on a farm, without school advantages until he was 9 years of age, when he was sent to school in the adjacent village of Warrenville. Here, and in the public schools subsequently organized, he received his elementary education. In 1855 he entered Wheaton College, and was graduated therefrom in 1860, in the first class graduated from that institution. After his graduation Mr. Chadwick entered the educational field, teaching in country schools nearly two years. In 1862

as elected principal of a ward school in Peru, Ill., W. B. Powell, Superintendent of Schools in Washington, D. C., being the City rintendent. Mr. Chadwick left this field to accept the principal- of the Sharon school, Wisconsin, and after two years there he charge of the Bethel Academy, in Kentucky. From 1868 to

1873 he was a principal of the schools in State Center and Boone, Iowa, removing in the latter year to Roscoe, Ill., to take the principaship of the High School in that place. After three years in this field, Mr. Chadwick resigned and came to this Coast, where he has since been engaged in educational work in the counties of Merced, Mariposa, Santa Clara, Contra Costa, Mono, Kern and Tulare. He also conducted a private Normal School for two years in Oakland. Mr. Chadwick stands high in his profession, and, in addition to his scholastic qualifications, he has a legal education, having been admitted to the bar in Illinois in 1868, but never entered largely into practice. May 18, 1863, he was married in Rockford, Ill., to Miss Amorette Dewey, of that city. They have one child, a daughter, now a young lady.

OUR LIBRARY TABLE.

MAGAZINES.

Babyhood has just entered upon its tenth year, and sustains its reputation as an indispensable mothers' nursery guide. More than 100 physicians are among its contributors. \$1 per year. Sample copies free. Babyhood Publishing Co., 5 Beekman street, New York.

St. Nicholas is to add another serial to its attractions for the present year. It is announced that the April number will contain the first chapters of a serial written and illustrated by Howard Pyle, the author of "Robin Hood" and "Men of Iron." It is called "Jack Ballister's Fortunes," and deals with life in America during the early colonial days.

THE *North American Review* for March presents to its readers a great variety of timely subjects. The leading articles are: "The House of Representatives and the House of Commons," by the Hon. Hilary A. Herbert, Secretary of the Navy; "The New Aspect of the Woman Question," by Sarah Grand; "A Present Chance for American Shipping," by the U. S. Commissioner of Navigation; "The Outlook for War in Europe," by Archibald Forbes; "Natural Monopolies and the Workingman," by Prof. R. T. Ely; "Village Life in England," by the Countess of Malmesbury; "Home Industries and the Wilson Bill," by the Presidents of the New York, Boston, San Francisco and New Orleans Chambers of Commerce.

Scribner's Magazine for March has for its frontispiece "Milton Visiting Galileo," engraved by Henry Wolf. Joel C. Harris has his second paper on "The Sea Island Hurricanes." Two articles of very practical interest to dwellers in American cities are entitled "The High Building and its Art," by Barr Ferree; and "The Cable Street Railway," by Philip G. Hubert, Jr. The illustrations are selected from notable high buildings. Other articles are "Life and Love;" "The Farmer in the North;" "On Piratical Seas;" "Subtropical Florida;" "The Summer Intimacy;" "John March, Southerner;" "The Point of View." Price, \$3 a year; single copies, 25 cents. New York: Charles Scribner & Sons.

WITH the April number the editorial and business control of the *Overland Monthly* will be assumed by Rounseville Wildman, late United States Consul at Singapore. Mr. Wildman has been more recently the proprietor of the *Idaho Statesman*. He is also known in literature as a contributor of stories and sketches to *Harper's Weekly*, *St. Nicholas*, *The Youth's Companion*, and other periodicals. For the present, at least, the retiring editor, Miss Shiun, will be connected with the literary management. The April *Overland* is given up to the Midwinter Fair. The number is profusely illustrated with clever snap shots, sketches, and studies, in every variety, by half a dozen artists. It will give to those who do not visit the Fair the best idea possible of it, and will be the best souvenir for those who do.

THE April number of *St. Nicholas* is an excellent one, and goes to find its usual welcome in thousands of homes, and to return in good conferred the kindly greetings that hail its appearance.

THE April *Century* is strong in papers of adventure, including, under the title of "Driven out of Thibet," Mr. W. Woodville Rockhill's account of his attempt to pass from China through Thibet into India, a narrative very fully illustrated. There is also in the Artists' Adventures Series an account of a balloon ascension by Robert V. V. Sewell, the American painter; and William Henry Bishop contributes a unique paper on "Hunting on an Abandoned Farm in Connecticut," giving his mildly-flavored adventures in search of what proves to be very scarce game.

Godey's Magazine for March is a fine number, and both matter and illustrations entitle it to rank with the best.

THE San Jose *Mercury* has issued a special edition, setting forth by illustrations and descriptions, the varied and extensive horticultural interests of Santa Clara county. The edition is an exceedingly valuable one, and must have entailed a vast amount of work upon those who compiled the mass of information it contains. The great fruit industries of the Santa Clara valley have been more completely described than in any other publication yet issued. The articles are both interesting and instructive, and will have a permanent value.

THE *Penman's Art Journal* is a monthly devoted to penmanship and practical education. It has a wide circulation in business, normal and literary schools, besides reaching tens of thousands of readers in all parts of America. It is the champion of writing and drawing in our public schools. Its editor, Prof. D. T. Ames, believes in giving his subscribers the best that can be secured, which has a bearing on the different departments of the *Journal*. Sample copy, 10 cents. Address D. T. Ames, 202 Broadway, New York.

BOOKS.

MR. CALEB S. BRAGG, managing director of the American Book Company at New York, while on his way from that city to his old home in Cincinnati, on March 7th, died in the train before reaching Pittsburg. He was accompanied by his son, C. C. Bragg, and wife. In the death of Mr. Bragg the American Book Company sustains an irreparable loss, and the school book publishers of the country lose one of their best-known, oldest and most respected members. Mr. Bragg was a fine type of the strength, enterprise, courage, per-

severance and unyielding pluck which characterize the best New England manhood. Gentle in manner, deliberate in speech, with even temper and judicial mind, he combined the force, the insight, the knowledge of men, and the will power which characterize great military commanders.

THE VIRGINIA STATE BOARD has re-adopted for four years the books now in use. These include McGuffey's Readers, White's and Davies' Arithmetics, Long's and Harvey's Grammars, Appleton's Geographies, Spencerian Copy Books, Barnes's Histories, Appleton's Health for Little Folks, Johonnot and Bouton's Lessons in Hygiene, Webster's School Dictionaries, Bryant & Stratton's Book-keeping and Krusil's Drawing, all published by the American Book Company.

"A FIRST BOOK IN ALGEBRA," by Wallace C. Bryden, deserves attention. As a text-book in Algebra for the higher grammar grades it is excellent. The first part of the book seems especially adapted to grammar grade work, while the last half finds its appropriate place in the High Schools. This is the first Algebra published that really is suited to grammar grades, and as such we can recommend it. The publishers are Silver, Burdett & Co., Boston. Mailing price, 66 cents.

THE AMERICAN BOOK CO., New York, have just published "School Management," by Emerson E. White, author of the Mathematical Series. Dr. White is one of the practical men of genius in the educational field, and his wide experience and scholarly habits of mind, have fitted him for the work which he has so satisfactorily accomplished in the preparation of this book. The author has never been a hobby rider nor a theorist, but a practical man of brains; hence he has given the profession an eminently practical book, helpful to all classes of teachers and school officers. We commend the work to the teacher who desires to read and study the best that has been written on the subject of school management. There are 313 pages.

COMMISSIONER HARRIS writes of Dr. E. E. White's book, just published by the American Book Company: "I have just received to-day a copy of your new book, "School Management," and I find it one of the most useful and practical books that has been written on the management of schools."

"THE CUMULATIVE FRENCH READER," illustrated, is a story of Rodolphe, a little boy, and Coco, a chimpanzee, by Professor Adolphe Dreysspring, and it is intended as a first reader for children who are learning French. The Professor ingeniously constructed a narrative in which the varied activities of childhood are presented in the plainest and simplest style, with the design always in view bringing out prominent grammatical features. The plan has been well carried out, and the numerous illustrations contained in the book will aid the teacher amazingly in enlisting the interest of pupils. Published by the American Book Company. 171 pages; price, 75 cents.

D. C. HEATH & CO., Boston, have published "Guide to the Study of Botany" by Prof Volney M. Spaulding, of the University of Michigan. The design of the book is to tell the student what to do and how to do it by suggesting and recting his work. The work begins with the seed-noting comparisons of sets of common plants—their physiology, their relationship. Following the process of growth, the seedling in different stages of germination, stem, flower, fruit,

follows in due order, a chapter being devoted to each. Special study is given to seaweeds, mosses, ferns, horse-tails, the families of pine, orchis, iris, grass, mustard, gourds, with a final chapter devoted to the composite. Every chapter is prefaced with a list of the materials required, and references are given for more extended investigation.

C. W. BARDEEN, Syracuse, N. Y., publishes an excellent little manual, entitled "Rules for Essay Work." The "Rules" comprise rules for punctuation and the use of the figures of speech, with illustrations of correct and incorrect usage for application, and the same rules condensed into their briefest expression for memorizing. The rules are followed by specimen outlines to be amplified. Price, 40 cents.

"PRACTICAL LESSONS IN LANGUAGE," by Principal B. V. Conklin, of Brooklyn, N. Y., is published by the American Book Company. These lessons are intended to cover the last two years in the primary school. The exercises are well graded, and are arranged under the two heads, "Things to Notice" and "Things to Do." It is a helpful book for the primary teacher. 139 pages; price, 35 cents.

A UNIQUE as well as valuable work, which will contain a complete set of fine engravings of the "Great Educational Exhibits," will shortly be issued from the press of Wm. George Bruce, Milwaukee, Wis. The illustrations are made from sketches made by a special artist at Liberal Arts Department last summer, and will be the only complete collection that has been gathered. The volume will prove an interesting one.

"THE PARLIAMENTARY POINTER" is a neat little volume, designed for the vest pocket, containing all the rules of ordinary parliamentary practice, so arranged as to admit of ready reference while a question is before a meeting and requiring an immediate solution. This can not be said of any other book on parliamentary law. All others seem to have been designed more for study than for use in assembly work. The different phases of this subject (of which every man thinks he knows considerable, and yet very few know more than enough to lead them into blunders) are carefully classified, and in many cases the same point is repeated under different headings, thus furnishing immediately the desired information. By a unique system of easily-learned abbreviations the whole subject is brought into a space that can be readily concealed in an ordinary-sized hand. To any member of any society, open or secret, the "Parliamentary Pointer" is worth its weight in gold. It is published by Thos. J. Crowe, Detroit, Michigan. Price by mail, in flexible cloth cover, only 10 cents.

"THE WORLD'S PARLIAMENT OF RELIGIONS," edited by the famous Rev. Dr. John Henry Barrows of Chicago, Ill., is not only a superb specimen of the book-makers's art, clear-cut in type, and filled with elegant photo-engravings, but it is also a masterpiece of spiritual mosaics in which the jewels of thought and emotion are gathered from all skies and phases of belief into a general harmony, hospitable alike to the newest fads of theological thinking as to the hoary-headed faiths of the great past, as respectful in its attitude toward the tripod of cold science as to the oracles of revelation. This magnificent work, in two volumes, is a golden thesaurus of sacred truth, representing all sorts of fine head lore and rich heart glory, contributed by the choicest and broadest spirits of our time. To possess

these wondrous chapters on the many-sided exposition of religious thought and history, and to study them with open-minded eagerness, should be the ambition and delight of every teacher who values God's truth, no matter where found and expressed, above the bigotry of letter worship or the idolatry of mere sect.

Business Notices.

Now is the time to get a flag for your school if you do not have one.

TEACHERS and school officers will find something of interest to them in our advertising pages.

THE Midwinter Fair is now complete in all its departments. Much will be found in the Fair to both interest and instruct, and those who can spend vacation by visiting it will be well repaid for the trip.

A. MEGAHAN, 806 Madison street, Oakland, Cal., is the Manager of the California League Teachers' Bureau. This is a State branch of the National League of State Teachers' Bureaus, Frank E. Plunimer, general manager, Des Moines, Iowa. By registering in this State branch you are registered without other charge through the National League in every State in the Union. This is a wonderfully far-reaching and successful organization for teachers. The associated State paper known as *The National Teacher and School Board Journal*, back of the League, increases its power for placing teachers. You can join the Bureau and secure the *Journal* for one fee. Write them as above.

TEACHERS wanting employment for the summer should address P. W. Ziegler & Co., Box 1664, Philadelphia, Pa., who offer great inducements for special work to which teachers are well fitted, and which pays \$75 to \$150 per month.

The question of most serious moment in connection with the Midwinter Fair is, "How can we all get there?" This is easily answered. The Southern Pacific Company has made for this special occasion the most liberal rates ever offered for the benefit of the public, and placed within easy reach of every person on the Pacific Coast not only a visit to San Francisco and the Fair, but the chance of a lifetime to visit the many other attractions of California. It may be a long time before another such rich opportunity as this is afforded.

Any information, either in relation to the Fair or California in general, may be obtained by calling on or addressing local agents or T. H. Goodman, General Passenger Agent, San Francisco.

COMPETITIVE EXAMINATION FOR TEACHERS.

A competitive examination for the selection of twelve teachers for positions in the public schools of San Francisco will be held in Commercial Hall, beginning Wednesday, April 25, 1894, at 9 A. M.

This examination is held under the provisions of Sec. 166 of the Rules of the Board of Education.

Any graduate of the Normal Department of the Girl's High School of San Francisco (Normal Class) except the graduates of the Class of 1893, is eligible for examination.

Candidates are requested to present the following credentials:

1. Original certificate, showing a record of examination for graduation.
2. Letter from County Superintendents, or other school officials, showing length of time engaged in teaching.
3. Letters of recommendation, or official statements of success in teaching, not to exceed three in number.

JOHN SWETT,
Chairman of the Examining Committee.





CHARLES N. ELIOT,
President of Harvard College.

THE PACIFIC EDUCATIONAL JOURNAL.

Official Organ of the Department of Public Instruction of California.

VOL. X.

MAY, 1894.

No. 5.

CURRENT EDUCATIONAL THOUGHT.



To take the child as a bit of raw material and work him up into an industrious, quiet, law-abiding, intelligent, honest, temperate, and truthful citizen, is the aim of education in this country.—SUPT. J. M. GREENWOOD.

THE teaching of geography is undergoing a continuous and most fortunate development in that direction which exalts the physical characteristics of the earth's surface over its political division.—PROF. MORRIS LOEB, in the *Educational Review*.

ANY punishment in the home or the school is to be judged by the effects it leaves in the child's mind. If it leave him feeling that he has received perfect justice, it is a good punishment; if it leave him feeling resentful it is unfortunate, if not positively wrong.—PROFESSOR BARNES, Stanford University.

THE teacher who depends upon drill and review to fix knowledge in memory makes a fatal mistake. The farmer who has done a miserable job in plowing stands a better chance of success by following up with good harrowing than does the teacher who substitutes drill and review for clear and forcible presentation of matter.—F. A. WHITE, High School, Elsinore, Cal.

A GREAT light has arisen in the advocates of "The New Education." Teachers distrust their old methods and eagerly look about them for new ones. What a pupil has drank in is not now so much the question as what has he digested and assimilated. The veneer does not suffice, but the grain of the wood is looked into.—"A PARENT," in Santa Cruz *Sentinel*.

grandparents before marriage; has the child had the smallpox, scarlet fever, measles, mumps, whooping cough; has he been vaccinated; what are the names, nationality, occupation, residence and postoffice address of parents; what is the number of their children. The institution is maintained wholly at the expense of the State, parents paying only for the clothing and the traveling expenses of the children. Children from other States may be admitted to the institution upon the payment of \$300 a year.

Of the causes of deafness, the principal of the California institution in 1890 reported one hundred and thirty-two cases, in percentages as follows: Congenital .427; scarlet fever .16; measles .076; brain fever .053; diphtheria .023. Of eighty-four cases of blindness reported, but .153 were congenital; accidents .107; inflammation .107; scrofula .095; scarlet fever .071. Of the deaf children reported, one hundred and fifteen were from families with but one deaf child; ten families had two deaf children, and one family, three. In the latter case there was relationship before marriage. Professor Alexander Graham Bell has collated statistics which show that from the marriage of eight hundred and sixteen deaf-mutes there were eighty-two deaf children, or ten deaf children to every one hundred such marriages.

The subjects studied at Berkeley are not unlike those of the elementary schools of the State, and in some of the branches the work seen is quite as good as one finds in the better city graded schools. In addition to the academical subjects, a limited number of boys (eleven) from the deaf department are given two hours daily (with three hours on Saturday) of instruction in the Russian system of manual training, and fourteen boys spend a like amount of time in the printing office, where a little journal, called the *Weekly News*, is printed; but manual training is not sufficiently universal to be called an important feature of the work in the California institution. The art work is better than one finds in most similar institutions; and this department has trained several young men who bid fair to honor the institution and the State. Special instruction in music is provided the blind children.

The distinctive methods of teaching the deaf are (1) the manual alphabet—the spelling of words by means of hand signs—and (2) articulation and lip reading—teaching the children to talk and to understand others by means of the movements of the lips. Until a comparatively recent date the former method was almost entirely employed in the institutions for deaf children in America; and in many of the schools—the California among the number—it is yet the principal

method of communication. Early in the present century the manual, or De l'Epée method, was brought to this country from France by Dr. Gallaudet, the founder of the American asylum for the deaf at Hartford. The great advantage of the manual alphabet as a means of communication, has been its very general application by one teacher with a large number of children. This, and the fact of its being the cheapest method of educating large numbers of children, has given it very general adoption in the older institutions in America. But teaching the deaf child to communicate simply by means of a system of artificial signs, or by the aid of words spelled in an alphabet unknown to all save those educated in the methods of the deaf, isolates him, and does not fit him to cope with hearing and speaking persons.

The articulation method teaches the child to talk from the first, and to understand what others say by the movements of the lips. This has long been the prevailing method of educating deaf children in Germany, and within ten years it has made great strides in our own country. In 1884 less than twenty-eight per cent. of the deaf children in the American institutions were taught speech; in 1892 forty-nine per cent. were given instruction in articulation and lip-reading. Such instruction is more expensive, since it requires that the instruction be more individual and the progress in the acquisition of knowledge slower than when the manual alphabet is employed; but it removes the great misfortune of isolation; and the child so trained is less likely to retrograde after he leaves the institution than the one who knows only the manual alphabet. Another and a more serious objection to the general use of the manual alphabet is the imperfect training in speech. The tendency to abbreviate—to omit prepositions, adjectives and adverbs—and to give only the most important words, and these not always in grammatical order—fails to train in the one most important subject in the school course—the mother tongue.

Miss Mary S. Garrett, the principal of the Home for the Training of Speech of Deaf Children in Philadelphia, a teacher of wide and successful experience among deaf children, says of the oral method: "Our pupils improve just in proportion to their several advantages in this respect; the more constantly they are talked with, the faster they improve. I have never used any medium of communication with them except the speech and lip-reading they have learned, and they naturally always talk to me and always understand me."

One of the committee on instruction in the Pennsylvania institution (Dr. Seiss), says in the report for 1891-2: "There was held at

Milan, Italy, in 1880, an international congress of the teachers of the deaf. Many nationalities were represented in that convention, and among its resolves and declarations was one to the effect that the pure oral method is the proper method for the most effectual teaching of the deaf. Some few vigorously controverted that decision at the time, and still are disposed to think it an error. But it is too late to try to convince us that the resolution of that great congress was an entire mistake. Any attempt of that sort is now a back number with us. We have tried it—fairly tried it—tried it under the only approved conditions—tried it for ourselves in the most conservative spirit—and the demonstration is so far complete, that the pure oral method is practicable, and that it has just claims to our adoption, at least for a large proportion of our pupils."

The California institution is essentially a manual sign school; although the two methods are combined, and two efficient teachers of articulation (Mr. Whipple and Miss Moffat) are on the teaching staff, but thirty minutes a day are given the pupils in speech and lip-reading. All the regular recitations are conducted by means of the manual alphabet, and articulation outside of the school room is rarely employed. Under these conditions, however faithful the teachers are however capable the children, very little real progress can be made in speech and lip-reading, and the marvel is that Miss Moffat and Mr. Whipple accomplish as much as they do in this direction. Comparing the work done at the California institution with that witnessed at the Horace Mann school for the Deaf in Boston and other institutions recently visited by the writer, he is of the opinion that California, with her fine plant, her energetic teachers, her desire to give every child the training that will best fit him for complete living, owes to the deaf children of the State an obligation in helping those whose speech is but partially gone in retaining it, and in aiding others, in whom it has wholly disappeared, in so far as it is possible, to regain it; for he believes with Judge Hand of Pennsylvania, that "A child of sufficient ability to learn the sign method can acquire the same facility in lip-reading and can acquire the use of speech."

Seven deaf and two blind students from the California institution have matriculated in the University of California, and several of the graduates of the institution are on its teaching staff and doing good work. The blind, although associated with the deaf, have a separate corps of teachers, and the instruction in the blind department impressed the writer as being of an excellent grade. This branch of the work is under the direction of Mr. Charles T. Wilkinson.

The Study of Literature Defined and Enforced.

BY JOHN T. WICKES, AMADOR CO., CAL.

(Concluded from April Journal.)

In the long winter evenings the parents gathered their brood around the hearth, while the stories were read and commented upon, and the faces of the children glowed with enthusiasm or softened with pathos and love, and the imagery danced in the flame or the coals until they all lay down to pleasant dreams. Who will deny that literary culture gives this section the preéminence? And "from the preéminent the scepter shall not depart, nor a lawgiver from between her feet." This is due to the fostering care of her schools. How the clusters sparkle, each star clear-cut and sharp in her frosty sky, forever rising in the northeast!

He who would achieve distinction as a colorist must sit at the feet of the great masters. The art galleries of Europe gather many such, with brush, easel and expectation.

The poet-painter sees still deeper into the heart of things, and in language and art he has a more flexible brush and coloring, and a greater variety of the ideal at his command. He can reach more people than can the materialistic art, and leaven more the fabric of society.

We introduce our pupils to a perception of this ideal world, and to the flexibility and use of the thought-medium. One educator asserts that thought-getting and not expression is the object sought. Why not endorse both? To go from the word to the thought, and from the thought to the word, is the correlation of forces in speech or composition. "What God hath joined together no man shall put asunder." Yet thought may be there, and no gift adequate to fully express it.

The most cultured labor under this disability to express what one feels. We hear a tune; it has unconsciously possessed us. It revives at times, like a sudden gust from an opened door, and sweeps through the long corridors of the soul. It expresses itself within to perfection, to the full quality of every sharp, flat or natural, but if we try to make it audible without we fail. Poets have bewailed this in this manner:

"Such harmony is in immortal souls;
But whilst this muddy vesture of decay
Doth grossly close it in we cannot hear it."

Beginning early with the pupil, we make reading, composition and recitation bear upon the object. From the narrative and descriptive styles in composition and literary analysis, we lead the pupil up to the forming a critical faculty, to the giving his opinion, to a selective power.

"The Higher Criticism" was thus evolved. The outcome is both useful and pleasurable, and leads to the highest results in the intellectual, moral and spiritual worlds. Pupils must be told to read a leisure hours with pen in hand. The study of synonyms, their resemblances and differences, is endorsed by Daniel Webster, as having contributed much to his correct use of language. The dictionary has its highest use here. Paraphrasing opens the way here to an appreciation of the uses of words, the right disposition of sentences and phrases, the force and beauty of periods, and the arrangement of subordinate parts in unity. An educator has deprecated paraphrasing as mutilative of the original, and falling always below the thought. How could one become a master craftsman if he did not try his 'prentice hand? No human model is perfect, and the 'prentice may astonish a Murillo. The concentration of critical thought upon the work is the main object. The teacher is to tell the pupil where he falls below the model, and to praise where he rises above it. Macaulay showed that there was great room for revision, by leaving five lines vacant between lines written for interlineation. It is claimed that translations from a foreign text give the best scope for language selection, but even here the student may see less thought than was in the writer's mind, and not happily express what he does see there. Written thought, however, has a suggestive power. It impregnates the inquiring mind, and conception brings forth. It makes the mind prolific.

A text-book on Rhetoric should accompany the higher study, to guide and illustrate it. Not that we should become a slave to any text book.

Too much time may be given to the mere anatomy of language. Too much time may be wasted in the finding and indicating figures of speech, scansion, etc. Anatomists have become materialists. The cutting cannot reveal the soul.

The weighing of synonyms, paraphrasing and examination of the thought and purpose of the writer should all be crystallized in a critical essay by the pupil. Here, to the analysis of the piece we ha-

the synthesis of its study. Amid all our labor of love let us remember:

"Earth has many languages,
Heaven knows but one."

At the late meeting of the Los Angeles County Educational Association, an invitation to visit the Whittier State School was accepted, and the teachers and their friends to the number of about four hundred and fifty spent a day at that institution. All had a very enjoyable time and the following resolutions expressive of appreciation were adopted: *Whereas*, The Los Angeles County Educational Association and many invited friends have been royally entertained, excellently instructed and profitably encouraged by the very best object lessons possible to bring before teachers and parents. *Resolved*, That we hereby extend our thanks to Dr. Walter Lindley, Prof. B. M. Davis, Dr. G. W. Trowbridge, Mr. George Bailee, and to all the citizens of Whittier, who have so well entertained us. *Resolved*, That we tender our thanks to the boys of the State School band, who have rendered for us such excellent music. *Resolved*, further, That we hereby express our appreciation and approval of the Whittier State School, and commend it to the good people of California.

SECRETARY OF THE NAVY HERBERT has decided to establish a naval training school at Mare Island, Cal. For some time, Senators Perkins and White and the California Representatives have been urging upon Secretary Herbert the importance of such a school on the Pacific Coast. Some vessel at present on the Coast will be selected and put in repair for this purpose. Under the law passed by Congress, no wooden vessel can be repaired which would cost more than 10 per cent. of its value to be made seaworthy. The Kearsage and Hartford, however, were excepted from the operation of this law, and it is proposed by friends of this school to endeavor to have the Hartford repaired and put into good condition for a training school. The Navy Department decided some time ago to set aside \$600,000 for this purpose.





METHODS AND AIDS.

How to Make Botany Interesting.

BY HELEN SWETT, SAN JOSE NORMAL.

In the college curriculum of the last century Latin and Greek were prominent, and, with higher mathematics, occupied the time of students to the almost entire exclusion of natural science. Botany was considered fit for the attention of florists only, and fondness for flowers in a man was considered a girlish weakness.

Time has changed all this. Chemistry, so necessary to Botany, has become an exact science. Darwin's work has proved old methods of classification false, and suggested infinite possibilities for the study of Botany and Zoology according to new and more natural methods.

Botany now appears not only in college, but in most High School and Grammar School curricula. Welcomed by the teacher? We fear not, for how many common school teachers have ever looked deeply enough into the mysteries of plant life to become thoroughly interested themselves, not to mention learning enough to present the subject in a way pleasing to others?

This half-interest, this half-knowledge, has led to mistakes in the presentation of Botany which no teacher would dare to commit in Spelling or Arithmetic.

It has led, in the first place, to too great a dependence upon books. It is well to let some of each week's reading work be upon botanical subjects, thus saving time by connecting the two studies, and a school library should contain Gray's or Bastin's Botany, for reference. But when the child asks for bread why give him a stone by pinning him down to the learning of terms and definitions from a book treating of plants, which, it may be, are out of the range of his own observations? Close at hand is Nature's book, of which every twig, leaf, and flower is a page, a paragraph or a sentence. The child who uses his eyes sees the greater part of a plant in the whisk broom in the corner; sees most beautiful designs in the grain of the wood of the desk before him; sees the shape of a trumpet flower perhaps in the vase on the table; and can almost detect an answering soul in the living plants.

outside. Teach a child to read this wonderful language of Nature, and you have made him a brighter, a happier, yes, a better being.

Now comes the question, How? Remember that plant life is a circle; seed, plant, bud, flower, back to seed again—bud, flower, seed, plant, bud again. Begin anywhere in the circle, according to the season, and with fresh specimens follow the plant itself. Nature will not lead you astray; the artificial arrangements of most text books will. I have spoken of the evil of learning abstract terms from text books. Do not go to the other extreme, and give too few. Have enough terms to insure exact expression at all times, and let simple outline drawings, sections and plans supplement language at every turn.

Have in mind always the larger thought of evolution. Show with the microscope (low power always preceding high) the yeast plant as representing one-celled plants; sea-weeds, a higher form; mold, of most marvelously delicate tints and shapes; and mosses and ferns with their tiny spores instead of seeds. Pupils from thirteen to fifteen years of age will thoroughly enjoy exercising their imaginations in picturing a scene in the age of the gigantic, green, flowerless plants which laid down their huge trunks and graceful fronds to form our coal beds. The school cabinet should contain specimens of fossil plants, which will help the child to realize how botanists come to know so much about the plants of olden times.

By a few questions lead the child to observe the close interdependence of plants and animals. "Behold I have given you every herb yielding seed * * * to you it shall be for meat; and to every beast of the earth, and to every fowl of the air, and to everything that creepeth upon the earth, I have given every green herb for meat."

Above all things else ask "Why?" incessantly. What will it profit a child to learn all the shapes of leaves, if he never asks Nature why there are different shapes? Tell the child nothing he can find out for himself. Make him use his reason continually, and you will see the results in his other lessons.

Of course the earnest teacher will keep his class busy making private collections and adding daily to the school cabinet such specimens as will keep. The shapes and venation of leaves may be impressed not only by drawing and analysis, but by pressing (in autumn, preferably, when they turn color), skeletonizing, printing with printers' ink, and on photographers' blue paper, using a delicate pressed leaf as a negative.

In studying roots, stems, and seeds, the familiar iodine test for

starch may be used, and where starch is present in great quantities, as in potatoes and wheat, it may easily be extracted, and the approximate proportions found.

"Can leaves absorb water?" is a question of the day which may be answered by any pupil who has access to a delicate pair of scales. The experiment is described in a recent number of "Science." Cut off any fleshy, full grown leaf. Dip the cut end into Brunswick Black, leave it in the air until melted, then weigh it, sprinkle it with water, and keep it in a damp place for several hours. Then wipe it carefully, weigh it, and state conclusions.

Crystallization may be made real to the student by placing a drop of saturated solution of salt, sugar, sulphate of copper or zinc, on a glass slide, and throwing its magnified image on a screen, with the aid of a solar microscope such as can be made by any teacher. The forming of the crystals of different shape in each case, will be watched with breathless interest by all.

No study affords a better chance than Botany for the cultivation of the memory and the poetic sense through the learning of appropriate quotations. What in our language is finer in its way than this of Tennyson's?

"Flower in the crannied wall,
I pluck you out of the crannies,
Hold you here, root and all, in my hand;—
Little flower—but if I could understand
What you are, root and all, and all in all,
I should know what God and man is."

Botany studied and taught in the way here suggested will be interesting because it will be a live study. If the pupils are led to notice Nature's economy in spite of her apparent waste, her fairness under the most trying circumstances, it may become a moral strengthener. It must be an eye-opener, and the knowledge gained through close observation must be so applied as to make Botany practical. Who would then say that the study is dry, uninteresting and unprofitable? Rather will it be seen that it is of the utmost importance; and that it is not only one of the most fascinating, but one of the most beneficial studies.

The So-Called Grammarians and the "Subject of the Infinitive."

BY JAMES KRITH, SHEEP RANCH, CAL.

Though under the ban of the JOURNAL correspondent, whose article appeared in the October, '93, number, and admitting the fact,

that scientific grammarians state that the subject of the infinitive is in the objective case, which it undoubtedly is, still in face of these facts there is good cause and every reason why the "State Series" method, or some allied form, should be upheld.

In the first case, take the sentence in the "State Series Grammar," objected to by your correspondent: "We believed him to be a good doctor." Now the "State Series," honest soul, seeing that "him" is in the objective case, and not the object in a phrase, naturally, as any school pupil would do under like circumstances, calls "him" the object of believed; and as "him" and "doctor" identify the same person, the phrase is an attribute of the object.

This, however, would never satisfy the close scrutiny of our scientific grammarians. Changing the sentence to read, "We believed him a good doctor," we have no infinitive to clog (like chap, arral) our path. Comparing this with the sentence, "We call this flower a weed," there is practically no difference. As your correspondent does not mention the last sentence, we presume he admits it as it stands. However, we (like "Wellington") will not "halloo" until we are out of the wood.

The sentence last given may be changed to read, "We call this flower to be a weed." Here "flower," according to scientific and accurate grammarians, is the subject of the infinitive and in the objective case; but all attributes of the object may be changed in this way, and, in consequence, we cannot possibly have such a thing in English Grammar as an object having an attribute. Yet our scientific grammarians say we have, and, like "Senator Voorhees," have trapped themselves in their own rules.

In changing from the active to the passive form of the verb, "the object in the active form becomes the subject in the passive, and the subject in the active form becomes in the passive the object of the preposition by."

"We believed him to be a good doctor." Active.

"He was believed to be a good doctor by us." Passive.

Now, in this case our scientific grammarians state that the infinitive is here used as an adjective relating to the subject. Yet when we change it to the active form they claim that "he" does not become the object of the verb believed, but the subject of the infinitive in the objective case.

Oh, our scientific grammarians, like the midgets in "Gulliver's Travels," are wonderful people.

THE PACIFIC EDUCATIONAL JOURNAL.

"We believed (it to be her)," changed by your correspondent to "We believed (it was she.)" Don't, my dear sir, don't make any such change as that! If you change it at all, keep the phrase, which will become "We believed (it to be she)," then place it under errors of syntax and have it corrected.

Taking the sentence by which your correspondent illustrates his point, "I wish him to be a teacher," changing it to a clause, he says: "I wish that he would be a teacher," in which the entire subordinate clause is the object of "wish." Correct, sir, but hold a minute. If the clause is the object of wish, why in the name of common (not scientific) sense is not "him" with its attribute the object of wish? We will venture further into the deeps and find a deeper deep. (This is scientific, but it is Miltonic.)

We will state, if our scientific grammarians wish to do some fine splitting, that in the sentence, "We wish (him) to be a teacher," "him" is both in the objective case, as our "State Series" puts it, and also in the nominative case, as the grammarians put it. Change it to a clause, "We wish (that) he would be a teacher." In this case, "that" does not merely introduce the clause, but is used really as the object of "wish"; while "he" is used as the nominative in the subordinate clause. So that "him" in this case may be said to be composed (like the compound what) of two pronouns, "that" and "he." It is this double meaning which is liable to mislead us when the object with its attribute is changed to a clause. In reality "him" includes both the adjective and the entire clause, being descriptive of him.

To sum up, science does not make grammar, but the art of teaching does; and, in all cases, that form or definition is preferable which presents to the student or pupil in grammar the plainest possible path through the intricacies of a very intricate subject. However, we must thank your correspondent for his timely shaking of the drapes; and, in order to keep them rattling at lively rate, we would call attention to the "State Series Grammar," where on page 243 it states that "like" may be used as a preposition or as an adverb. Scientific grammarians and Webster's Dictionary state that "like," outside of use as a noun or verb, may be an adjective or an adverb, but do not mention its use as a preposition.

We would suggest that scientific and unscientific grammarians take up the subject carefully, and give us their opinions through the columns of our "State JOURNAL." Do not let mistakes hinder us, for by our errors, like stepping stones, we reach the path of knowl-

edge. Compare the illustrations given by authorities in its use as an adverb, and note how closely some of them resemble those given illustrating its use as an adjective.

Following are appended a few sentences, without remark, for inspection. To facilitate comparison, the sentences have been changed and placed in parentheses under the original ones:

1. "He acts like his brother." (State Series Grammar, page 243.)
(He acts after the manner of his brother.)
2. He looks like his father.
(He looks like (to or unto) his father.)
3. He is like his father.
(He resembles his father.)
4. Like father, like son.
(As the father is, so is the son.)
5. Like a father pitith his children, so the Lord pitith them that fear him.
(As a father pitith his children, so the Lord pitith them that fear him.)
6. Even Solomon in all his glory was not arrayed like one of these.
(Even Solomon in all his glory was not arrayed in a similar manner to these.)
7. Like facts.
(Similar facts.)
8. He talks like a parrot.
(He talks parrot style.)
9. Like mist on the mountain, like ships on the sea.
(Resembling mist on the mountain, resembling ships on the sea.)
10. "Man, like the generous vine, supported lives;
The strength he gains, is from th' embrace he gives."
(The generous vine, so man, supported lives;
The strength it gains, is from th' embrace it gives.)

THE FRESNO *Expositor* has this to say on the course of study Controversy: "The public schools will be much improved by a simplification of the course of study, and by a more thorough attention to fewer things. There is so much discursiveness in the schools that there is small opportunity for disciplining the minds of the pupils to study, and for getting them grounded in the principles of the fundamental and necessary branches of a common school education. The fads and hobbies should be weeded out, and the work of the teachers confined to the studies in the English language.



NORMAL DEPARTMENT.



San Jose Normal School.

LEROY E. ARMSTRONG,
KATHRINE BIRDSALL,
F. GENEVIEVE SAVAGE,

Editor-in-Chief
Associate Editor
Business Manager

April 13th, one of the largest mid-term classes ever graduated finished their work, received their diplomas, and passed out to what we trust will be successful service. For the closing exercises the assembly hall was tastfully decorated, and the desks of the graduates were covered with beautiful flowers. The first number on the program was a song by the school, then followed prayer by the Rev. Dr. Tenny. Miss Genevieve Savage, the popular President of the class, gave a short, but very interesting address. A vocal solo was then well rendered by Miss Hattie Wright, the President of the June class. Margaret O'Brien's valedictory was filled with many pleasant, hopeful words, but an undercurrent of sadness proved that the valedictorian felt the sad sweetness of parting. A trio, consisting of Misses Allen, Burns and Fish, rendered a selection in a way that pleased the audience. Mrs. Maggie Carter's class prophecy was striking in its humor and originality. Then followed an address by Mr. Fisher, of the State JOURNAL, an address exceedingly interesting and amusing. One of the pictures that Mr. Fisher presented, a picture dealing with what can be called the unpleasant side of school-teaching, was portrayed in such a realistic manner that we could not help wondering if that was what we as future teachers might expect. The address was one of the spiciest and most entertaining that we have enjoyed listening to for a long while. Professor Kleeberger then presented the diplomas, and in a few well-chosen words wished the graduates a successful, useful life. A song by the school then concluded the program, and twelve more teachers were added to the list of the graduates from the San Jose Normal.

A Device for Training the Modifying Imagination.

This device may be used in connection with language work in the primary grades. It consists in leading the children to assume fictitious characters. For example, each member of the class may tell what he would like to be when he grows up, what occupation he would like to follow. One may be a teamster, another a milliner, another a dressmaker, etc. After a few minutes of silent thought, during which time the pupils should place their heads on their desks with eyes closed, they are permitted to tell what they have been imagining. The result might be something like this:—

"I was driving a stage with four horses over the mountains. The stage was full of passengers, and I sat outside, on the seat in front," or, "I was keeping a big milliner store, with lots of hats in the windows, and two ladies came in and bought hats."

EVA DRISH, Sen. B 3.

Language—Primary Grade.

Point—Training the Creative Imagination.

"Children, all close your eyes and listen to me, and may be we can see something with our eyes closed. I can. I see a girl—a basket—a dog—a large field—and a stream of water. Now I want you to tell me a story about what I see. Quite a long story. Keep your eyes closed until you know just what you are going to tell me, and then raise your hand. One hand is up; two, three. Lillie, you may tell me your story."

Lillie's story—"I see a little girl with a basket on her arm. The basket has something good to eat in it. The little girl is going to see a poor, sick lady. She has a doll under one arm. She is tired holding the doll and is putting it in the basket. Now she has crossed a big field and has come to a big creek. The stones in the creek are very slippery and she has slipped and fallen into the water while trying to cross to the other side. She cried, and her dog pulled her out, and now she is going home."

"That is very good, Lillie. Now, instead of telling me your stories, the rest of you may take this paper and write them for me, but do not have them just like Lillie's."

ADDIE BECK, Sen. B 1.

Los Angeles Department.

MISS BELL E. COOPER,
MR. ROY J. YOUNG,
MISS ORABEL CHILTON,
MISS HELEN VINYARD,

MR. JOSEPH E. BRAND,
MISS MARY E. HALL,

Editor-in-Chief
Assistants

Report of Principal Edw. T. Pierce.

To the Members of the Board of Trustees of the State Normal Schools of California, in Annual Meeting Assembled at Los Angeles, California, April 10, 1894.

GENTLEMEN :—I trust that you will pardon me for a somewhat ~~short~~ lengthy report at this time, as I wish to bring before your attention certain facts that seem to me to be of vital importance to the State ~~as~~ at large as affected by the institutions in your charge. Having carefully observed the work of the common schools in all parts of the State ~~of~~, and, having had charge of two of the three Normal Schools, I ~~do~~ believe that I can speak with some degree of authority when I say that ~~that~~ these seminaries for the training of teachers are the most important ~~and~~ educational institutions that we have.

Look back, if you please, and compare the schools of the present ~~present~~ day with those of half a century ago. It needs but a slight study of the history of education to see that a large part of the progress in methods of teaching is due to the inspiration and work of the Normal Schools. Horace Mann was the first enthusiast in this country, to pierce the future with a prophet's eye and see what would be accomplished by these schools. He says at the dedication of the Bridgewater Normal School, "I believe Normal Schools to be a new instrumentality in the advancement of the race. I believe that without them free schools would be shorn of their strength and healing power, and would at length become mere charity schools and thus die out in fact and form. Neither the art of printing, nor trial by jury, nor the free press, nor a free suffrage can long exist to any beneficial and salutary purpose, without schools for the training of teachers; for if the character and qualifications of teachers be allowed to degenerate, the free schools will become pauper schools, and the pauper schools will produce pauper souls, the free press will become a false and licentious press, ignorant voters will become venal voters, and through the medium and guise of republican forms, an oligarchy of profligate and ~~igitious~~ men will govern the land; nay, the universal diffusion and

ultimate triumph of all-glorious Christianity itself must await the time when knowledge shall be diffused among men through the instrumentality of good schools. Coiled up in this institution as in a spring, there is a vigor whose uncoiling may whirl the spheres." Not fifty years have passed since those stirring words were uttered, and we see nearly one hundred and fifty Normal Schools in the United States. Nearly all of them are supported entirely by the State governments. Their influence has been great; they have done much to improve the schools of the country; they have at least indicated the way in which teaching may be wrought into a science, and they have raised it almost into a profession. Teaching is no longer a makeshift for the aspiring lawyer or physician, but is a grand and noble calling, taking its place in usefulness side by side with other professions.

So faithful, indeed, is the work of the Normal Schools in this direction that at last the universities, a dozen or more of them, have established pedagogical departments. They recognize the truth of Carlyle's words, "That fashioning the souls of a generation by knowledge can rank on a level with blowing their bodies in pieces with gunpowder; that with generals and field-marshals for killing, there should be world-honored dignitaries, and were it possible, true ordained priests for teaching." The world might have waited many years for the universities to take this position but for the influence of the Normal Schools. No other institutions, however, can ever take the place of the latter. The safety and prosperity of the Nation, its victory over the trials that every clear-sighted man sees impending, indeed, sees already here, depend largely on its teachers. We must see that the masses are educated, not only along scholastic lines, but also in morality and patriotism. Those who are to be teachers must not only be well educated men and women, but they must know how to guide to strong and noble manhood and womanhood the youth committed to their charge.

In my observation of graduates of Normal Schools during a period of over twenty years, I am prepared to say that there is not another body of workers in the country so exemplary in their habits, so strong in moral principles, so well prepared to be guides to the young. I will not attempt to enumerate the causes that tend to produce these necessary qualifications in our graduates, but the fact is patent to any close observer.

A word in regard to our own Normal Schools. They have graduated over 2700 students, at least ninety per cent. of whom have

the State more than twice as much yearly as all of the Normal Schools do. I say this not because I would have the State University any less liberally supported, for there can be no stronger advocate of higher education than I am, but because I would have our Normals receive all that their merit and usefulness demand. The higher institution is maintained for the purpose of providing free education to the comparatively few who can afford to spend many years in fitting themselves for the work of life; the Normals, as I have said, reach, or should reach, the great mass of the people. They touch every part of the State, and exert a lasting influence over nearly every child.

I think that my fellow principals will bear me out in saying that the institutions over which we preside are not so well equipped as they should be, and that the teachers are overworked. The number of teachers that we have cannot do justice to the great number of students under their charge. It has been my privilege to work with the faculties of two of these schools, and I wish to bear testimony to the fact that a more earnest and conscientious body of workers cannot be found in any State or in any calling. Almost without exception, all feel the weight of the great responsibility they owe to the State. They realize that their work must tell in the characters and attainments of the children who are to make the future citizens of the State. I, therefore, beg that these earnest workers may be encouraged and sustained, instead of being hampered by a lack of sufficient apparatus and by having classes much too large for them.

With regard to the immediate future, I hope you have all come here prepared to add another year to our course of study. It is necessary if our Normal graduates expect to take rank as they should among the teachers of the United States. I think that we principals are agreed that the time is ripe for the advance. The people are calling for it; the superintendents are calling for it, and many of the students are calling for it. As a prominent educator of the State said to me not long since, "The State Normal Schools are in their renaissance period." It is most important, then, that you who control them be careful to nourish and strengthen their newly awakened life; otherwise they may fail to improve the opportunities that lie before them, and fall behind in the march of this grand educational period which is to make the last decade of the nineteenth century a marked era in the progress of the race. If the Normal Schools stand still, we must expect them to become second rate institutions and gradually fall away from their usefulness. This the people cannot afford to permit.

I earnestly hope, therefore, that you gentlemen will give us the power to take our stand side by side with the best Normal Schools of other States.

There seems to be another matter of importance to consider at this time, and that is, that in the future we be allowed to examine all applicants who wish to enter the Schools. The courses of study in the Grammar Schools of the different counties are so varied, the character of the teaching is so diverse, that there is no uniformity in the attainments of those who enter the Junior classes on diplomas. A very large number have to be dropped during the first half year, and this produces dissatisfaction on the part of students and reflects discredit upon their teachers. Let us make our conditions for admission the same for all who apply. Thus we shall not only be able to control the number who enter, but also secure more uniformity of work. It is only in this way that we can raise the standard of scholarship for admission. I would also urge that a physical examination be required. The Normal School is no place for the halt and the lame and the blind. It is not only necessary that those who are to become teachers should be physically strong, if they are to do their duty to the State, but it is desirable that the best specimens of manhood and womanhood should ever stand before our children. Applicants for admission to West Point must pass a rigid physical examination. I believe that the same course should be pursued with those who apply for entrance to these other government schools, the Normals. No one can attain the highest success in the profession and do his full duty as a teacher, who has serious defects in any of his senses, or who suffers from chronic physical weakness.

In regard to the Los Angeles Normal especially, the year has been one of prosperity and hard work. The present building was made to accommodate two hundred and seventy-five students, but so large a number entered on diplomas last September, that we have three hundred and seventy-five students on our roll. There was neither room in the building for more teachers nor money with which to pay them. As a consequence, the faculty, which has consisted of ten members for several years past, has not been increased, and all have been over-worked. This, however, is not the most serious result that is caused by our cramped quarters and small faculty. Many of the sections contain from forty to fifty students. It is impossible for any teacher to do justice to such large numbers during any recitation period, and the character of our work must deteriorate under such conditions.

Students and teachers, however, have worked cheerfully notwithstanding these adverse circumstances, all looking hopefully forward to the time when the school will overflow into our new and beautiful addition whose walls are now finished.

We believe that in the completed building, including the original part, we shall have one of the best Normal School structures in the country. We invite your inspection of it, knowing that you are interested in all three of the Normal Schools.

Through some mistake, the appropriation for running the School was not increased by the last Legislature. Only \$45,000 was allowed by that body for running this School for two years, whereas we should have had at least \$60,000. An appeal has been made to the State Board of Examiners, and we have fair prospects that our appropriation will be increased sufficiently to allow us to add the requisite number of teachers to our faculty, to meet somewhat more adequately the demands of our larger attendance.

At the beginning of the present year, at the unanimous call of its Board of Trustees, I assumed charge of the school. I found it in excellent working condition so far as the cramped quarters would allow. I have studiously avoided making sudden and radical changes. Believing in letting well enough alone, and in the old adage "Make haste slowly," I have been satisfied to carry forward the good work so ably administered for many years by my honored predecessor, Prof. Ira More, who retired to the quiet of private life after nearly forty years' work in Normal Schools. My relations with the Board, the faculty and the students have been of the most pleasant character. Not a ripple has disturbed the even tenor of the earnest work of the school. I find my faculty ready and anxious to co-operate with me in all plans for upward progress and usefulness. Our motto is "Onward," and we intend to make the Los Angeles Normal School what its situation demands, one of the most prominent professional schools in the country.

In conclusion, gentlemen, I wish to express my sincere thanks to you all for the confidence you have shown me. My relations with a large majority of this Joint Board have been so intimate and pleasant that I consider it one of the great privileges of my life to have been your co-worker in building up the educational interests of this great commonwealth.

Yours respectfully,

EDW. T. PIERCE.

Notes.

We have been favored by the presence of a number of distinguished visitors during the past month. Professor Edwards, of Berkeley, gave an interesting talk one morning. His taste for mathematics was shown by the following remark, which applies to other studies equally well: "If the relations said to exist, or which appear to exist, or desired to exist, do exist, what are the necessary, previously-established and sufficient relations?" This furnishes food for many minutes' quiet and deep thought. The short speech of Mr. Kirk, of Minnesota, was bright and interesting, for, as he has had a wide experience in school work, he knew just what would interest us as students. Professor Childs entertained us by mentioning a few of his early experiences at San Jose. He is a strong believer in the benefits which may be derived from physical culture. Colonel Hirsey's remarks showed that he was in touch with the work of the Normal Schools. In a few well-chosen words General Mansfield, the President of our Board, showed his appreciation of our part in the parade on Children's Day. If here, he has promised to march with us next year. We sincerely hope that next April he will be at the head of the Normal division. We were disappointed in not hearing General Bidwell. Probably if he visits our city again he will spend a little time on Normal Hill.

The handsome banners which the different classes and societies carried on Children's Day of La Fiesta week now ornament the assembly room.

The Middle classes have begun the study of Psychology. They will soon realize that it is an important and fascinating study. At present some of the faces wear rather puzzled expressions, caused by the many new psychological terms.

The Normal students attended the Fiesta, wearing a unique style of hat. Representations in cardboard of the historic Cross of Malta, covered with black cloth, fastened to a comfortable skull cap, and adorned with a gold cord and tassel made a cap which, so far as we know, is quite unique among school caps, and which is, to our mind, superior in many respects to the reverend and senior mortar-board. When on the head it has all the effect of the traditional student's cap, while at the same time it retains a marked individuality; and, when analyzed, its symbolism give it a peculiar fitness for those who aspire to the rank of teacher.

Though once the emblem of the Knights Hospitallers, one of the

earliest and most important of the many orders of knighthood that grew out of the Crusades, it is now practically in disuse, hence its adoption encroaches upon no one. Originating, as the order of Hospitalers did, in a spirit of broad charity that ministered freely to the sick and the poor, with no distinction between men and women, it was fitting that when forced by the cruelty of the times to become a warlike body they should restrict their war, as they did, to a single purpose and a single foe. Their badge indicated both their original spirit of charity and their engrafted spirit of war, and in this double significance we adopt it.

The Cross, made of four narrow heads set point to point, sufficiently indicates the spirit of determined opposition to ignorance and wrong that must characterize a teacher. But these symbols of a fighting spirit are doubly outnumbered by its eight points, which to the reverent hearts of the wearers must always be a reminder of the blessed spirit of love expressed in the immortal beatitudes of our Savior, a spirit that above all things else must distinguish the truly successful teacher.

We might extend the parallel between the ancient knights and the modern teachers, by calling attention to their spirit of ready adaptation by which, when driven from the mainland to their island refuge, they soon became no less efficient on the sea than they had formerly been on the land; or we might refer to their custom of perfect openness and absolute simplicity in everything pertaining to their rites and ceremonies; or, again, to their spirit of persistence which kept their order alive from 1048 to 1798, long after similar orders had fallen into decay. But we refrain, lest our cap become so loaded with high ideals as to weigh down the heads of its wearers.

Still we must remember that a distinctive dress, like all other distinctions, carries with it a degree of obligation. The behavior of each wearer of our school cap must reflect either honor or reproach upon our school. Certainly, in view of the history and the meaning of the Cross of Malta, everyone who wears it should bear in mind and apply to himself the noble motto, "Noblesse oblige."

Pedagogical.

The following story is adapted from *Æsop's Fables*, and is intended to be told to primary pupils, for the purpose of bringing out the underlying truths and moral maxims for awakening the child's

interest in nature, especially in the habits of bees and spiders, and for introducing a skillful co-ordination of elementary science work, arithmetic, geometry, language, and other primary studies.

This story possesses great possibilities, of which merely an outline is here given, and we shall be pleased to hear of the success of the efforts of any teacher who thinks it worthy of introduction into her school-room :

The Spider and the Bee.

Once upon a time a Spider and a Bee disputed warmly as to which was the better artist. In support of her argument the Spider asserted her skill, declaring that no one knew as well as herself how to construct lines, angles, squares, and circles. She said that the delicate web, in the weaving of which she was daily engaged, was a specimen of art such as no creature could excel. In conclusion she said: "Your boasted honey, Mr. Bee, is stolen from every flower and herb of the fields. Yes, you are even under obligation to the meanest weeds."

To this the Bee, pausing for a moment as he hovered over a fragrant flower, replied in a low but firm voice, "I hope that my art of gathering honey from even the meanest weeds will at least be considered an excellence. As to my stealing sweets from the flowers and herbs, let me ask if you have ever known a single flower to have suffered the loss of its fragrance on account of my delicate, skillful operation? Then in answer to your boasted knowledge of lines and angles, I believe I may safely say that I, too, show some knowledge of them in the beautiful regularity of my cleverly built combs.

"Truly I believe that nowhere else in nature can space be found so carefully used as within the walls of a bee-hive.

"Then you must remember, my work lasts longer than yours; your beautiful gossamer web may be entirely destroyed by a breath of wind, or the rustling of a leaf, but my work is, I think, stronger and more lasting. Then man so likes the sweetness of my honey that he often takes it for his own use, while he puts my wax to many various uses, so you see that I am of use to others besides myself.

"Now, Mistress Spider, let me advise you to cease your boasting, and return to the spinning of your beautiful web. In that work you show great patience and skill, but do you not think it would add another charm to it all if you did not boast of your powers, but humbly worked your best, knowing that however good your own work

may be, somewhere in the world, if you would only look for it, you **would** find just as good, or even better.

"Now good-bye, friend Spider, for I must haste to my work, **over** which I must sing and hum the livelong day, knowing that God **has** given wonderful powers to even the smallest of his creatures. **W**hen we meet again, let it be as friends, not as rivals."

TREATMENT.

STAGE OF APPERCEPTION.

(1.) *Preparation*.—First have a brief talk on bees and spiders, **calling** attention to their appearance, their habits, their usefulness, **their** modes of living, etc.

(2.) *Presentation*.—Tell the whole story in a bright, interesting **manner**, after which have the children make oral or written reproductions.

STAGE OF ELABORATION.

This story furnishes excellent material for: I.—Elementary Science. II.—Number. III.—Elementary Geometry, and IV,—Language work.

I. In elementary science the story suggests the following points :

(1.) *Spiders*.—What is the appearance of spiders? Where do **spiders** live and what do they eat? How many feet have they, and what use do they make of the dimples on their backs? Have **their** webs described, and tell about the glue for spinning the thread of **their** webs, and where it is carried.

(2.) *Bees*.—General appearance of bees, and comparison drawn between bees and spiders, as to which has wings, a proboscis, etc. Their life and habits, how the honey is carried, and what flowers are most frequented by bees.

II. The following number examples grow out of it: 1.—How **many** legs has a spider? 2.—How many legs has a bee? 3.—How **many** wings has a bee? 4.—How many legs have two spiders; three, etc.? 5.—How many legs have one spider and one bee? one spider and two bees, etc.?

An almost endless variety of combinations may be made, according to the arithmetical knowledge of the pupils.

III. The construction of the spider's web and bee's cell furnishes an **exercise** in elementary geometry. Draw pictures of each on the board, noting the lines, angles, acute and obtuse, triangles, octagons, etc. Observe the exactness of the lines, the size of the angles, the

parallelism of the lines, etc., all of which are found in the marvellous works of these little insects.

Interest the children in watching the work of some spider at home, and finding these angles and forms, that he may draw and describe them at school next day.

Let the children decide for themselves how many sides a honey-cell has, and whether or not all have the same number. Let the children do their own investigating, and let them decide for themselves, after careful thought, which is the better, the work of the bee or of the spider.

IV. Language work is introduced every time the child tells a fact.

APPLICATION AND FORMULATION OF MAXIMS.

The notional content is that of moral maxims, and their application to the children.

- 1.—Do not speak insultingly to others, or slightly of them.
- 2.—Do not be conceited. 3.—Do not indulge in self-praise. 4.—Do not despise any labor, for all true labor is noble and holy.

Stories such as these, if rightly and fully developed, will be found intensely interesting, highly successful, and will do much toward solving the great educational question of today, which is the successful co-ordination of school studies.

Pedagogical Department, University of California.

A. G. VAN GORDER (BY REQUEST.)

In the April number of the *London Journal of Education*, Professor Sully has an article on "Infant Psychology" that is of peculiar interest to us. The interest that the subject matter itself awakens is greatly heightened when we recognize the significance of the tribute rendered our researches as Americans by an educator preëminent in psychological fields of thought.

Among other things the author makes particular and commendatory mention of "Notes on the Development of a Child," by Millicent Ashburn Shinn. This young lady, a graduate of the University of California, and for a number of years editor of the *Overland Monthly*, is devoted her unusually well-trained powers of observation to the study of the development of a child from infancy.

In the introduction to Miss Shinn's thesis, Prof. Joseph Le Conte thus speaks: "What is wanted most of all in this, as in every science, is a *body of carefully observed facts*. But to be an accomplished investigator in this field requires a rare combination of qualities. There must be a wide intelligence, combined with patience in observing, and honesty in recording. There must be also an earnest, scientific spirit, a loving sympathy with the subject of investigation, yet under watchful restraint, lest it cloud the judgment, keenness of intuitive perception, yet soberness of judgment in interpretation.

"Now I am quite convinced from my intimate acquaintance with her, and especially from a careful examination of her work, that Miss Shinn possesses many of these qualities in an eminent degree. The careful, painstaking, patient, intelligent character of her observations must be evident to every reader."

It would seem as if no further remarks were necessary to commend this volume to the attention of the pedagogical world, and yet to these words of the greatest scientist of the age we add a few brief quotations from Professor Sully's article in the *London Journal*: "This work by Miss Shinn is a piece of first-hand observation: that of a single child, the writer's niece, during the first two years. This is the first example of a careful and thoroughly scientific study of the infant mind, by a woman, that the present writer has come across. As a piece of woman's work it is especially interesting. It illustrates that opportunity of prolonged observation of infant ways, which comes more readily to a woman than to a man."

In another place Professor Sully resumes: "Among other points very fully noted are the first interest in, and understanding of pictures, and the first perceptions of form. Miss Shinn planned out very simple exercises in the discrimination of forms, in a study of which the teacher of infants may find her profit. Altogether, this university study is a very creditable performance. How long, one wonders, will it be before an Englishwoman carries out a piece of investigation on similar lines with a similar trained power of observation? Mothers and young teachers who are setting about the difficult work of observing a child's mind could hardly have a better preparation than by carefully studying Miss Shinn's monographs. It is a model of painstaking thoroughness, of fineness and delicacy, both of observation and interpretation and scientific caution.

The author concludes with the regret that England is so far behind in the study and understanding of the child's mind, and suggests that young teachers go on gathering material, "only," he says, "let them be carefully trained so as to know what a good, methodical observation really means, and not merely to skim over the outside of facts.

SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

Co-Education in Secondary Schools.

BY HARRIET SHAW TAYNTON, COLUSA HIGH SCHOOL.

In the February number of the JOURNAL I notice an interesting article by Miss Emily Clark, of the Los Angeles High School, entitled, "A Disadvantage in Co-education in Secondary Schools," the disadvantage referred to being the danger of over-work and over-nervous strain on the part of the girls. In conclusion, the writer says: "The girl must acquire the *sang froid* of her companion in study before she can share the education with entire security as to her future." I should have been glad had this statement been followed by some account of the writer's observation, showing, perhaps, that co-education does cultivate this mental condition.

The weak nerves of the girls are a sad inheritance from countless generations of female ancestors who were shielded from the necessity of battling with the elements and the stern realities of life, and were thereby robbed inadvertently of the greatest boon known to humanity—the exercise needful for growth—development. So it has come to pass that the ordinary course of nature has been reversed in the human family, where alone we find the survival, not of the fittest, but of the unfittest, for it has been the most *womanly* women who have married the youngest and borne the most children—children whose very existence was the result of diseased conditions—the femininity of womankind thus being augmented with each generation. Small wonder, then, that the nerves of women should be weak. Nor do I think that the malady is likely to be cured by a continuation of the same treatment.

What our girls need is to be subjected to, not to be shielded from the tests of brain and brawn. The real controversy is whether or not co-education is calculated to bring girls into the normal condition, viz.: the condition of *sang froid* that the boys are in.

Says Mrs. Charlotte Perkins Stetson: "Man (masculine) is a normal creature except in so far as he is robbed of his birth-right of inheritance through the weakness of his mother."

Statistics gathered from various institutions of higher education seem to indicate that co-education does tend to bring about the desirable result mentioned.

In a vigorous article by Horace Davis, ex-President of the University of California, in the *Overland* for October, 1890, it is shown that in the eleven years ending with 1884, of 825 men entering the University, 300 graduated, or 35 per cent.; but of the 104 women, 69 graduated, or 66 per cent., nearly twice the proportion. Mr. Davis says: "Now is there anything substantial in the old fear that women's physique would not bear the strain? The answer to this can be seen in the records of Berkeley, and still better in the health statistics collected by the Associated Alumnae of American colleges. 705 graduate women responded to the call for information on the subject, and while there were some who reported loss of health in college from overwork, there were more who graduated in better health than when they entered. Again, the statistics of Oberlin, the oldest co-educational college in America, running from 1841 to 1873, the latest figures I have, show that the mortality among men and women graduates for these 32 years is almost exactly the same, and in sixteen years at Berkeley, from 1874 to 1889, the mortality has been greater among the male graduates than among the women. * * * Now let us face the facts; the women stand the study as well as the men. * * * Their diligence and persistence, and their more regular habits of life, give them an advantage that more than counter-balances the nervousness and worry which are their greatest enemy." What is true as here shown in college life will hold good in lower schools.

Mental strength is gained like strength of any order, by exercise, by struggle, by combat. Doubtless these at times are grievous, but they are indispensable to growth. When female education was an experiment, a tender plant in regard to which even its friends felt uneasy, the seminary was a suitable nursery, but the indications now are that the transplanting time has fully come.

Institutes.

SOLANO.—The 31st annual session of the Solano County Teachers' Institute was held in the Armijo's Union High School Building, April 9th to April 13th. There were present 106 teachers. On Monday night the citizens and local teachers of Suisun, Fairfield and vicinity royally entertained the visiting teachers. A program consisting of

an address of welcome by County Superintendent Webster, response by G. S. Connor, of the Dixon Grammar School. an address by Dr. E. A. Winship, of Boston, interspersed with local solos and orchestral selections, was presented. Following this, ice cream was served, whereupon general handshaking followed, and dancing then became the regular order. On Tuesday evening, Dr. Winship lectured to a crowded house, on "Girls, Old and Young." On Wednesday evening "The Friday Night Club" gave a reception to the teachers. On Thursday evening Prof. Elmer E. Brown, of the State University, lectured to a crowded house on "Three Great Teachers." Both evening lectures were well received and proved to the people that master minds were presenting new and mature thoughts with sincerity and great eloquence. The daily sessions of the institute were in charge of Dr. A. E. Winship, Will S. Monroe, Cornelia Walker and Prof. E. E. Brown. They all did good work and the teachers carried home with them many new and valuable ideas and plans, and withal a broader inspiration for the coming year. Among the resolutions unanimously adopted were the following:

Resolved. That we adopt the studies as arranged by Prof. Brown for our next Institute, and that the subjects for study be assigned as follows:

Subject 1. McMurry's "General Methods and Special Methods in History and Literature," with regard to what things are children interested in, to the teachers of Fairfield, Suisun and Benicia.

Subject 2. White's "School Management," with regard to what kind of influence does each pupil most readily respond, to the teachers of Vacaville and Elmira.

Subject 3. Laurie's "Institutes of Education," with regard to how many of the pupils are interested in making generalization or are interested in generalization, to the teachers of Vallejo.

Subject 4. Lange's "Apperception," with regard to what ways do you find in which the principle of apperception can be applied to school work, to the teachers of Dixon and Rio Vista.

Resolved, That in the death of Miss Minnie E. Townsend the county has lost an experienced and efficient teacher, and that this body deplores the loss of a valued member and co-worker.

Resolved, That this Institute pledge itself to raise \$100 for the purpose of securing the best instructors for the next Institute, if the Superintendent finds the Institute fund not sufficient for that purpose.

MARIN, April 16-20.—There is no full report at hand of the Marin Institute. Supt. Furlong writes that, although they have had many good institutes there, the teachers are unanimous in declaring one eclipsed them all. Dr. Winship, Earl Barnes, Miss Mag-

SANTA CLARA COUNTY
TEACHERS' LIBRARY

THE PACIFIC EDUCATIONAL JOURNAL.

283

gie Shallenberger, and Mr. Cox, representing the music books in use in Marin, participated. The session lasted a full week.

SAN MATEO; April 7-17.—Prof. Griggs, of Stanford, and Kleeburger, of the San Jose Normal, instructed the teachers. Prof. Griggs was the evening lecturer. Supt. Utter was generally complimented on the success of the institute.

YUBA, April 18-20.—Instructors, P. M. Fisher, Prof. Bradley, of the State University, and Washington Wilson, of the Chico Normal. Mr. Fisher delivered an evening address on "An Old Story Retold;" Prof. Bradley, on "The Idylls of Tennyson." Prof. Bradley spoke during the day on "School Literature" and the "English Parliament." Washington Wilson spoke on "Psychology as related to Teachers' Work." He denounced in strong terms the recent declaration of a prominent Eastern educator, to the effect that it is not so important what we think as that we do think. He also dwelt with eloquent stress upon the attempt to so classify the powers of the mind as to indicate distinct and separate action, and thus confuse the teacher in her work. He repeated again and again the pithy conclusion of Schurman in a recent number of the *School Review*, that all these powers are one ~~in~~ mind. Various subjects and phases of school work were discussed during the day sessions. The program was largely impromptu, and although no names of teachers were printed on it, many of them participated in the discussion. Supt. Folsom, whose position in the State is unique in that he is both city superintendent of Marysville and county superintendent of Yuba, held the teachers closely to the work in hand. Supt. Coffey was a welcome attendant upon the session.



We regret that we are unable to furnish our readers with abstracts of the proceedings of the Los Angeles and Orange County Institutes.

SUPERINTENDENTS would confer a favor, and their counties receive the proper notice, by sending us abstracts of the proceedings of the teachers' institutes. We are always ready to publish such reports.

We have no program of the Educational Congress to publish.

Probably the persons in charge will not be entirely sure of their speakers until the Congress actually meets. Mr. Holway, of the San Jose Normal, and Mr. Wilson, of Chico, will probably both be on program. These are excellent selections, being fairly representative of that body of young men who have been steadily coming to the front in the educational field of California during the past five years.

STATE SUPT. ANDERSON has issued a call for the Biennial Convention of Superintendents to meet at Sacramento, May 7th, for a three days' session. This date anticipates the usual and regular time by at least eight months, and therefore naturally arouses inquiry on the part of those expected to attend. The State Superintendent gives as reasons for this change: First, that he desires to consult the superintendents upon matters that he contemplates presenting in his biennial report to the Governor; second, that he wishes to give the superintendents an opportunity to attend the Educational Congress, which is to meet in San Francisco immediately after the convention.

THE corps of State School Text Book editors has been busy for some months upon the revision of the Readers. Some time since an advance copy of the text of the revised Second Reader was sent to the editor for examination and criticism. His little daughter, 9 years of age, picked up the book one day, and was soon busy with the contents. After some time she called out: "O, mamma! What is this book? I like it. There are regular little stories in it, just the way I think a Reader ought to be. Don't you, mamma?" And then she added. "Its more like a story-book." In the absence of the pictures, judgment having been passed upon the text alone, we submit that this was no mean compliment.

THE Grand Army, at its recent State Encampment meeting in Oakland, passed resolutions denouncing the use of text-books in history in public schools, that give a garbled, unfair or sectional account of our national history. A resolution was also adopted, commending the practice of saluting the flag upon the opening of school. One speaker, however, called attention to the supreme importance, not of a daily form of salutation that might grow irksome, but of the inculcation of such a standard of honesty in thought, word and deed as will enable the young men educated in the public school to fathom and effectually resist the sophistries suggesting disunion, and will also imbue him with high ideals of personal and national honor.

STATE University Day at the Fair was largely attended. Students, alumni, and the great and rapidly-increasing circle of friends, testified to their loyalty by an enthusiasm that was contagious, and the "Rah! Rah! Rah! California!" dominated all other sounds. The wonderful University exhibit in the gallery of the Liberal Arts Building was a busy scene, and numerous were the expressions of admiration at the remarkable display of facilities afforded by the great school. The banquet in the evening gave an opportunity for the Chief Executive of the State, and the Director-General of the Exposition, to pay high tribute to our schools in general, and the University in particular. President Kellogg responded briefly in happy vein. Judging from the crowd and its spirit, the University may be congratulated upon its prosperous outlook.

NEVER in the history of San Francisco has that city witnessed such a series of entertainments as have been held there during the past two months. Religious conferences, press conferences, fraternal society meetings, and educational congresses follow each other in such quick succession as to make it difficult for any one person to keep track of them all. The metropolis has been a veritable Mecca. In addition to the regular supply of copy furnished by the Fair itself, the press has had no difficulty to fill its columns. The great dailies have been almost encyclopedic in the range of knowledge they have covered during these spring months. In this sense the Fair has been a sort of university to the masses, the ends of the earth have been brought together, and our people, noted for their cosmopolitan ideas and spirit, have had this spirit wonderfully intensified. No man can estimate the length and breadth of this influence upon the people of this Coast.

THE summer schools for teachers at Pacific Grove, and elsewhere in the State, should not fail to receive generous support. The teacher who has a genuine ambition to advance in her profession, especially if she has never received any professional or special training, should feel willing to make some sacrifice to attend one of these schools. The knowledge obtained, the skill acquired, the acquaintances formed, the touch of a master mind, the general atmosphere of such a school, all unite to give the student an uplift and a widened vision that are helpful in themselves, and that if followed up are sure to bring increased efficiency, if not promotion. In the business of teaching, as well as other vocations, it is wise to stay in the stream as near the middle of the channel as may be. Superintendent Wagner and the County

Board of San Diego were shrewd from a business point of view, as well as moved by a professional spirit, when they offered several years ago to place all those teachers on the preferred list who attended the three weeks' session of the summer school at Coronado.

THE most significant thing done at the joint meeting of the Normal School Boards, held recently at Los Angeles, was the extension of the Normal School course from three to four years. Whatever may be said for the desirability of such a change, in so far as it shall improve the teaching force in the future, we venture to say it will not be acceptable to those who cannot afford to keep their sons and daughters a year longer at the Normal School, and who are confronted every day with the fact that their neighbors secure schools readily for their children without any expense of Normal training at all. One fact will tend to reconcile this class to the increased demand, and that is the opportunities afforded by the local High School to do part of the work (and receive credit for it) of the four years' course. Friends of the Normal Schools should strike hands in this matter with friends of the High Schools. We take pleasure in publishing in this number the report of Principal Pierce, of the Los Angeles Normal, submitted at the joint meeting. He has for sometime been urging the importance of giving the Normal School student increased academic knowledge, as well as skill in the art of instruction.

THE National Educational Association will hold its 1894 meeting at Asbury Park, N. J., July 6th to 13th, as published in the April JOURNAL. Asbury Park is one of the beautiful seaside resorts on the Atlantic Coast, about forty miles from New York city and two hours ride from Philadelphia. It has spacious and magnificent hotel accommodation, and all members of the Association will be granted half-rates at hotels on presentation of their membership certificates during the meeting. The Trunk Line Railway Association, including all Eastern railways, has granted a half-rate, plus \$2, N. E. A. membership fee. The tickets will be good to return until September 1st. The Western roads have all been asked to grant the same rates, and are now acting through other associations on the question, and will doubtless make the same rate as the Trunk Line Association. There will be fine facilities for sea bathing, boat-riding and coastwise excursions. The local committee are planning to make the visit at Asbury Park one of the most pleasant events. The program of the Association Meeting will be made up of addresses and lectures by men and women of national renown as educators and orators.

THERE is some probability of the establishment of a naval school in California. Should our representatives in Washington succeed in their efforts in this direction, it is probable that the conditions of admission to the school will be similar to the conditions of admission to the Naval Academy at Annapolis. The following information is of interest:

"U. S. Cadets, naval or military, must apply to Senators or Congressmen, be examined, and have parents' consent. One cadet is assigned to each Congressional District and Territory in the Union, to be named by the Representative in Congress for the time being, and ten appointments at large by the President. Applicants must be able to pass a satisfactory examination in various branches. They must be between 17 and 22 years of age, and at least 5 feet in height, and free from infirmity. Each cadet admitted must bind himself to serve the United States eight years, from the time of admission to the Academy. The course of instruction is largely mathematical and professional. The discipline is very strict, even more so than in the army, and the enforcement of penalties for offenses is inflexible. The pay is \$540 per year. Appointees to the Military Academy must be between 17 and 22 years of age, and for the naval 14 and 18, free from any infirmity, well-formed, and of robust constitution. In the Military Academy, each Congressional District, Territory and the District of Columbia is entitled to one, to be named by the Representative, besides ten appointments at large by the President. In the Naval Academy the distribution is the same, and similarly made. The appointments are made usually one year in advance of admission, either after competitive examination, or direct, at the option of the Congressman. The military course is four years, and is largely mathematical and professional. The naval course is six years, the last two spent at sea. On entering the Academy cadets sign articles to serve in the United States Navy eight years, including the Academy course."

IN a recent address by Dr. Winship before the teachers of the city of Oakland, he made this statement, that no graduate of a Grammar school could be found among the tramps. Of course the Dr. referred in this case to the *genus* tramp; he had no reference to the Industrial Army of Oakland. For in this so-called "army" there are not a few men whose dress, carriage and speech indicate plainly that they have seen better days. The Dr. was so confident that he ventured to offer a premium of one hundred dollars for each specimen found. While we agree with the inference to be drawn from his statement, namely, that

a boy who has formed the habits necessary to complete a grammar school course has a certain equipment for the duties of life, and is to a large degree proof against an inclination to vagrancy, yet we believe that upon investigation the Dr. would be obliged to pay the forfeit. Few men enter deliberately upon the life of a tramp. In nearly every case they take the road from bare necessity, and grow attached to it through habit. The schools do much for a boy, but they and society generally need to do something more. We have for many years, sometimes consciously, often unconsciously, whetted the boys' appetite for the pictured sweets of professional life. We need to dwell more upon the opportunities and equal desirability of other lines of employment. We need to exalt manual industry and skill. The American boy, naturally nimble witted, should be given an opportunity to pursue a trade. The age is essentially industrial, and the boy should be prepared, and permitted to take a useful part in it.

IN the April number of the JOURNAL we referred to the plan upon which the schools of Pueblo are being conducted. The essential point in the plan is the freedom and opportunity given to each pupil. The individual is recognized rather than the class. In the attempt that will doubtless be made in many localities to adopt this same plan, or a modification of it, care should be taken to do justice to systems now in operation. It is not true that in the closely-graded system no individual help is given. It is not true that pupils differing widely in ability are found in the same grade. It is not true that the day is taken up chiefly in hearing recitations, and that little time, if any time, is afforded for study in the school-room.

The chief advantage in the loosely-classified country school indicates also what is the weak point in the ordinary city system; and this fault affects the teacher as well as the pupil. In the school containing all grades, the advantage to the pupil comes from the presence, the example and the recitations of those in the classes below and above him, especially the latter. There is a constant inducement and incentive to advanced work. The world of thought is presented to him with a wide horizon. He learns in school as he learns out of school, from the example of those older and more advanced. Stretch forth his powers as he may, he will find some one to keep pace with him.

His unoccupied moments are improved by listening to recitations in advanced work. He anticipates work, having a preparation for the next step before he is permitted to take it; a preparation that the work of his own class did not give.

There comes an advantage to the teacher as well because she is aware of this incidental preparation of each pupil, and because of the variety and scope of the work she has in hand. There is a keen delight to her in supervising this play of activity, this free and full opportunity for advancement.

A chief objection to the class with but one grade in it is because there is but one grade. The work is too cramped, the horizon too circumscribed, the noble contagion of unrestrained ambition lacking. School becomes a grind, and the teacher, nervous and worn out, because of spiritless monotony of repetition. If the graded system in cities is a convenience that cannot altogether be discarded, we would suggest something like the following plan: That the course below the High School have three divisions—primary, intermediate and grammar—each covering three years, with an additional High School course of three years. That each teacher below the High School be given a class of pupils, whose range shall cover three years; pupils to be advanced within that range as rapidly as they show the necessary ability.

Under this plan there should be no systematic annual or semi-annual promotions. The close of the three years working a definite period of transfer. Opportunity would be afforded for the pupil to be aided by those in advance of him. The classification could be made elastic within the bounds prescribed. At the end of the second period of three years we would reach a time when the school life of a majority of the children closes. The knowledge of this fact would induce the teacher to enrich and strengthen her work so as to give the greatest possible benefit to those pupils who are to be deprived of the succeeding years of instruction.

Under such a plan the hand of the supervisory officer would be directly felt in promotions only two or three times during the school course, *i. e.*, at the close of each division. Each child would be under the same teachers charge two or three years, long enough for both to become acquainted. The teacher would feel that she was responsible, and would be given an opportunity to do something for the child. Having greater scope, there would be an enlarged freedom and an increased animation, in place of the listlessness now so painfully apparent.

We submit this plan to the consideration of those who feel that some change from the present system is desirable.

To the Public School Teachers of California.

As many teachers throughout the State know, the editor of this JOURNAL has, for several years past, taken a great deal of personal interest in the case of the unfortunate pioneer educator, J. C. Pelton. This he has done from a sense of duty, urged upon him by a personal knowledge of the fact that this venerable member of our profession, now an aged and feeble victim of misfortune, was in actual need of aid to secure roof and subsistence for himself and family. Circumstances now make it imperative that a general effort in his behalf be made, in order to save his little home from threatened foreclosure, and to provide funds for another edition of his book, "Sunbeams and Shadows," by the sale of which he may provide food and raiment. Many appeals have already been made in his interest by the press of the State, notably the *Examiner*, Petaluma *Courier*, Madera *Tribune*, Hollister *Free Lance*, San Luis Obispo *Tribune*, Santa Cruz *Sentinel*, Livermore *Herald*, and many others we have not read. Editor J. H. Dungan, of the Livermore *Herald*, made perhaps the most practical suggestion, that the teachers of the State take the matter in hand and contribute a fund for the necessities of the venerable old teacher who laid the foundation of our public school system in California.

The generous teachers of the Livermore public school acted at once upon this suggestion, and sent the needy old schoolmaster \$11.50, which donation the grateful recipient, with moistened eyes and trembling voice, assured the writer of this appeal, came just in time to replenish a larder that was absolutely bare. Other teachers and many Superintendents have extended a helping hand. County Superintendent Mack, of Amador, with kindly heart, sent a personal letter to each of his Boards of Trustees, and the result was an order for "Sunbeams and Shadows" for every school library in Amador County. Money is now needed for the purposes stated above, to lighten the burdens pressing cruelly upon our infirm old brother teacher, and we urge *every school teacher in the State of California* to contribute something. There is not a teacher in the State who cannot give a dime or a nickel—many can easily give more. A dime from each will make the handsome sum of \$600, enough to keep the gaunt wolf from the door of the needy one. A dollar from each would mean comfort.

Our proposition now is this: The PACIFIC EDUCATIONAL JOURNAL will receive and account for every cent which the teachers of the State

will contribute for this purpose, and we ask all to respond at earliest possible opportunity. Address all contributions to "PELTON FUND, PACIFIC EDUCATIONAL JOURNAL, Central Bank, Oakland, Cal."

The new edition of "Sunbeams and Shadows" will contain a list of all contributors to this fund, without regard to amount contributed by each, and we desire that it be a *complete roster of the public school teachers of our State*. Let every teacher contribute something; do not withhold because you can give only a mite; send it in, and receive an old teacher's blessing. Those who have already contributed will be duly placed on the roster.

EVERY effort is made on the part of the JOURNAL management, to secure the prompt and safe delivery of each number to school district clerks and our general subscribers. If anyone who is entitled to the JOURNAL fails to receive it, a postal card dropped to our address will always bring an extra copy, unless our supply has been entirely exhausted. Please notify us when your address is changed.



MAY, 1894.

J. W. ANDERSON, - - - - -	Superintendent of Public Instruction
A. B. ANDERSON, - - - - -	Deputy Superintendent of Public Instruction

[Superintendent Anderson has no report for this department of the JOURNAL this month.—ED.]

PROF. GEORGE DAVIDSON of the U. S. Coast and Geodetic Survey, has been elected an honorary corresponding member of the Bureau des Longitudes, Paris. This bureau is recognized as an international arbiter and fountain-head of information concerning geodetic matters.

The Journal Midwinter Fair Series of Sketches of California Teachers and Schools.



SUPT. KATIE L. MULLEN.

observing the technicalities of the law, her election was considered illegal; but a later appointment by the Supervisors was sustained in a legal contest, and in May, 1893, she entered upon the discharge of her official duties, in connection with which she performs her duties as Principal of the public schools of Quincy. Miss Mullen has the honor of being the first woman elected to the office of School Superintendent in Plumas county.

SUPT. KATIE L. MULLEN, of Plumas county, was born and received her early education in the historic mining town of La Porte, Plumas county. At the age of 17 she entered the State Normal School, San Jose, and was graduated three years later. Since that time she has been an active teacher in the schools of her native county. In June, 1888, she was appointed a member of the County Board of Education, a position which she has continued to fill. In November, 1892, she was unanimously elected to the office of County School Superintendent. Owing to the neglect of the Supervisors in



CO. SUPT. MRS. W. D. EGENDOFF.

CO. SUPT. MRS. W. D. EGENDOFF, of Mariposa, was elected to the office of County Superintendent



MRS. HARRIET A. RITCHHEY.

State Normal School in Emporia, Diploma from that State. She taught successfully for a number of years in the schools of Kansas and Oregon, and in our own State. At present she has charge of the school in Dry Slough district, Colusa Co.

MISS EMMA M. GARRETSON, Principal of the Benicia Public Schools, is a graduate of Mills Seminary. She taught five years in the public schools of Fresno and Tulare counties, and in 1881 was elected a teacher in the Benicia public schools. One year and a half later she was promoted to the vice-principalship, and after two years' service in that position was made principal of the schools,

in 1886, when she was but 22 years old, served four years, and in 1890 was re-elected without opposition. She has been successfully engaged in public school work as teacher and Superintendent since 1881. In her county, on account of the large territory embraced, and its mountainous character, there are many disadvantages against which a superintendent must contend in making the annual visitations, but Mrs. Egenhoff has always endeavored to discharge the arduous duties thus entailed to the satisfaction of her constituency, and she has had remarkable success in her efforts.

MRS. HARRIET A. RITCHHEY, of Colusa county, is a native of Illinois. She was graduated from the Kansas, and holds a Teacher's Life



MISS EMMA M. GARRETSON.

including the High School, a position held heretofore only by gentlemen. This position she continues to hold. In 1891 she was granted a year's leave of absence, which time she spent in study and travel in Europe.



GRANT P. HATCH.



C. M. TAYLOR, Prin., School, Rockland, Cal.

GRANT P. HATCH, teacher of the public school in Round Valley, Inyo county, California, is a native of Trinity county. While he was yet young his parents removed to San Jose, where the family has since resided. After completing the course of study in the San Jose High School, Mr. Hatch entered the State Normal School, and was graduated therefrom with the class of 1890. After a year's experience as bookkeeper, he engaged in public school work in Fresno county, and later in Mono county. His permanent home is in San Jose.

OUR LIBRARY TABLE.

MAGAZINES.

PRESIDENT HALL of Clark University, Worcester, Mass., has in the April *Forum* the first of a series of two or three articles in which he goes over more surely and in a more plain-spoken way than has ever been done before the actual condition of our high education in the United States.

EDUCATIONAL articles in the April Magazines:—"American Universities and Training of Teachers," by Pres. G. Stanley Hall, in the *Forum*; "A Winter Journey up the Coast of Norway" (with illustrations,) by Rasmus B. Anderson, in *Scribner's Magazine*; "Wild Traits in Tame Animals," by Dr. Louis Robinson, in the *North American Review*; "The Referendum in Switzerland and America," by Lawrence Lowell, in the *Atlantic Monthly*; "Seward and Napoleon III," by Frederick W. Seward, in *Godey's Magazine*; "Some Colonial Women" (illustrated), by Anne H. Wharton, in the *Cosmopolitan*; "A Comet-Finder," by Frank W. Mack (with pictures), in the *Century*.

THE *Cosmopolitan* maintains staff editors in both London and Paris, men of wide requirements, who spend their time in searching exclusively for what is likely to be of great value to the readers of the magazine. To the Paris editor belongs the honor of securing for an American periodical the interesting manuscript from the pen of Napoleon, now being published in the magazine.

IN the May *Overland* are "Egypt To-day," by Hon. Jeremiah Lynch, "The Palmistry of China and Japan," by Professor Stewart Culin, of the University of Pennsylvania; "The Coolie in Mendocino," a beautifully illustrated paper; "The Nicaragua Canal," "King Solomon's Mines," by Rounseville Wildman, the editor "The Chinese Six Companies," by an educated Chinaman, intended to correct much popular misunderstanding; and "More Rambles on the Midway," a continuation of the elaborately illustrated Midwinter Fair articles.

PROF. JOSIAH ROYCE, of Harvard College, has in the May *Century* a curious paper on "The Imitative Functions and their Place in Human Nature," in which he sets forth the fascinating interest of his subject and calls for the help of the public in furnishing data for a more complete study. It is a topic of special interest to parents and educators.

THE May *St. Nicholas* comes with a blooming frontispiece to remind its readers of the present, and then plunges them into the past by beginning with the patriotic serial, "Decatur and Somers." Here is an ideal way to absorb history! Excellently told is the story of the boyish commanders who set so high a standard for the American tar.

THE *Ladies' Home Journal* for May has a very interesting illustrated article on the "Womanly Side of Queen Victoria," and the usual varied and attractive table of contents is presented, and we do not wonder that this periodical has the largest circulation of any in the world. We do wonder, however, how any lady can afford to do without it. The price is only \$1 per year. Published monthly by the Curtis Pub. Co., 421-427 Arch street, Philadelphia.

BOOKS.

WE have received No. 1 of the Standard Teachers' Library, published by C. W. Bardeen, Syracuse, N. Y. It comprises the life and educational works of John Amos Comenius. The book is a complete account of Comenius and his works, omissions being made only of that which is fanciful or fantastic in his somewhat voluminous didactic writing. We have also received No. 4 of the same series. This is a translation of "Pestalozzi, His Aim and Work." To understand something of the principles which actuated the great reformer of elementary education, teachers should read this book. Price 50 cents.

VOLS. II and III of Magill's Modern French Series have been received. Volume II contains an interesting story of French provincial life, entitled "*Sur la Bente*," by Madame De Witt (nee Guiot.) It is a charming volume of great literary merit, and it will aid greatly in the efforts to master the difficulties of the language. Vol. III is by Anatole France, the well-known author and critic. The story of "*La Fille de Clementine ou la Crime de Sylvestre Bonnard membre de l'Institut*" is his masterpiece, and it is especially adapted to the purposes of this admirable French series. Published by Christopher Sower Co., 614 Arch St., Philadelphia. Price 60 cents per volume.

MR. T. L. BELDEN, room 317, Phelan Building, San Francisco, is the general manager for the Pacific Coast, for Campbell's "Illustrated History of the World's Columbian Exposition." This is a complete historical record of the great exposition, and its official character makes it at once the book of the Fair for our school libraries. We have examined the volumes carefully, and realizing the magnitude and value of the work, commend it. Besides an authentic history of the Exposition from its inception to the burning of the Peristyle, Music Hall and Manufactures Building in January, 1894, there are thousands of illustrations. There are 13 double page views, 146 full page illustrations, 287 portraits with biographies, 401 illustrations 4x6 and 8x10, and 210 portraits in groups. There are also histories of previous World's Fairs, interesting statistics, names of American and foreign officials connected with the Fair, descriptions of the various departments and a vast amount of valuable information on subjects innumerable. A synopsis of the work would occupy more space than is devoted to Our Library department in the JOURNAL. A liberal reduction of 25 per cent. is allowed to teachers. Write to the General Manager.

C. W. BARDEEN, Syracuse, N. Y., has published a handy little volume containing the uniform examination questions of the State of New York in drawing. The questions and answers since June, 1892, are given complete. The book is illustrated profusely, and teachers will find it valuable. Price 25 cents. The same publisher has just issued "Industrial Training in Reformatory Institutions," by F. H. Briggs, of Rochester, N. Y., State Industrial School. This school made one of the most interesting exhibits in its special line at the World's Fair, and this paper is a discussion of practical industrial training. Price, 25 cents.

D. C. HEATH & CO. have published a new series of arithmetics, in three parts, by Assistant Supt. J. H. Walsh of Brooklyn, N. Y. Throughout the series drills and reviews in the ordinary work of computation are given. There are examples in great number and variety in each of the half-yearly chapters into which the work is divided. Part I. is adapted to the work of the primary grades. Part II. is intended for pupils of the fifth and sixth school years. Part III. completes the usual grammar school course, and contains also a chapter on algebraic equations, and one on elementary constructive geometry, with applications. The books are sold at 40 cents, 40 cents, and 75 cents.

THE revised edition of Swinton's "First Lessons in Our Country's History" has been issued by the American Book Company. This little work had met with such favor among teachers that the revision which brings the narrative down to the Columbian year assures it another long term in the class rooms of our leading schools. The price is only 48 cents.

MESSRS HOUGHTON, MIFFLIN & Co., of Boston, New York and Chicago have issued a combination of three numbers of the Riverside Literature Series, which will appeal to every teacher. This book is carefully bound in linen covers, and its price is 50 cents, net. It consists of masterpieces of the three great American poets, Longfellow, Whittier and Lowell, and contains Longfellow's "Evangeline" (No. 1); Whittier's "Snow-Bound," "Among the Hills," and "Songs of Labor" (No. 4); and Lowell's "Vision of Sir Launfal," "Harvard Commemoration Ode," "The First Snow-Fall," "The Oak," and nine other poems (No. 30). There are also biographical sketches.

FIRST LESSONS IN CIVIL GOVERNMENT, by Prof. Jesse Macy. This book, which is designed for young children, begins with lessons in political geography, showing the relation of geographical areas to different sorts of governmental business, and at the same time giving a general account of the government of the United States and that of the States, with their subdivisions. Detailed instruction in local government is given by means of the selection of four typical States: Massachusetts, New York, Pennsylvania and Virginia, and the pupils will study whichever of these is like their own. For teachers and older pupils a comparative study of these four types of local government will be found interesting and profitable, and a chapter is inserted to facilitate this more advanced study. The book closes with chapters on the nature and uses of government, the worth of a good government is shown, and the foundation principles of good citizenship and sound political morality are inculcated. Ginn & Co., publishers.

"PRACTICAL METHODS IN MICROSCOPY," by Charles H. Clark, A. M. In looking over books on the subject the author found that the descriptions of methods were so interwoven with other matters that the inexperienced student became confused, and, in many cases, was unable to separate the essential from the non-essential. The material furnished by various workers has been drawn upon for the book, but it has been arranged in accordance with the special needs of this work. The different chapters treat of light and the microscope, some accessories of advanced work, polarized light and the polarizer, instructive practice in manipulation, methods of studying fresh objects, mounting objects for the microscope, practice mounting, botanical section, sections of animal tissues, chemical crystals, rock sections by simple means, the study of bacteria, photo-micrography, and useful formaline. The book is abundantly illustrated. The thorough and systematic study of the microscope, as here presented, will be of great benefit to one who devotes his time to scientific investigation. D. C. Heath & Co., Boston, \$1.60.

THE WERNER COMPANY, 160-174 Adams street, Chicago, have published "The Working Teachers' Library," which comprises five standard, reliable and comparatively inexpensive volumes, and covers in the happiest possible manner the whole field of the actual needs of the public school teacher. I. "The Theory and Practice of Teaching" presents the complete writings of David P. Page, edited by Superintendent J. M. Greenwood, of the Kansas City schools, assisted by Prof. Cyrus W. Hodgin, of Earlham College, Indiana. A new, revised and enlarged edition of this marvellously popular work. II. "The Teacher in Literature" is a publication of exceptional merit, containing selections from Ascham, Moliere, Rousseau, Shenstone, Pestalozzi, Cowper, Goethe, Irving, Mitford, Brontë, Thackeray, Dickens, and others who have written on subjects pertaining to educational work from the Elizabethan period down, and showing by its chronological arrangement the gradual development of the public school system. An interesting biographical sketch and an appropriate characterization accompany each author. III. "Practical Lessons in Science," by Dr. J. T. Scovell, for ten years Professor of Natural Science in the Indiana State Normal School. This book deals with the common every-day facts and phenomena that are the familiar events of our lives.

To the beginning teacher this book will prove an inspiration, and to the one of larger experience a boon of scarcely less value. IV. "Practical Lessons in Psychology," by Wm. O. Krohn, Ph.D., Professor of Psychology and Pedagogy in the University of Illinois. Among the present, and certainly one of the most essential, requisites of a teacher is a knowledge of at least the elementary principles of the Science of the Mind. In no other publication is this subject so comprehensively, so interestingly and so instructively treated as in this charmingly-written book. The easy conversational style of the author, his entire mastery of the subject, and his ability to present the leading facts in language which even the youngest and most inexperienced teacher can understand, aid wonderfully in divesting this subject of its abstrusities. V. "The Manual of Useful Information," with an introduction by Superintendent Frank A. Fitzpatrick, of the Omaha City schools, contains more than a hundred thousand facts, figures and fancies, drawn from every land and language, and carefully classified for the ready reference of the student, the teacher and the home circle. These five books, handsomely printed on heavy paper and elegantly bound in uniform style, in twilled silk cloth, with gilt back and side, are sold for only \$7.50. Ex Superintendent A. J. Tiffany, Nevada City, Cal., is the General Agent for the Pacific Coast. Order a set from him; you will be pleased with it.

Business Notices.

Now is the time to get a flag for your school if you do not have one.

TEACHERS and school officers will find something of interest to them in our advertising pages.

IMPORTANT.—Every teacher should be somewhat posted on the Kindergarten theory and practice. Write to the address given below, and we will send you our course of reading. Kindly enclose postage for same. If those who desire to introduce Kindergarten work among primary pupils will write us, we will help them to do so free of charge. Address Kindergarten Literature Co., Woman's Temple, Chicago, Ill.

A. MEGAHAN, 806 Madison street, Oakland, Cal., is the Manager of the California League Teachers' Bureau. This is a State branch of the National League of State Teachers' Bureaus, Frank E. Plummer, general manager, Des Moines, Iowa. By registering in this State branch you are registered without other charge through the National League in every State in the Union. This is a wonderfully far-reaching and successful organization for teachers. The associated State paper, known as *The National Teacher and School Board Journal*, back of the League, increases its power for placing teachers. You can join the Bureau and secure the *Journal* for one fee. Write them as above.

THE question of most serious moment in connection with the Midwinter Fair is, "How can we all get there?" This is easily answered. The Southern Pacific Company has made for this special occasion the most liberal rates ever offered for the benefit of the public, and placed within easy reach of every person on the Pacific Coast not only a visit to San Francisco and the Fair, but the chance of a lifetime to visit the many other attractions of California. It may be a long time before another such rich opportunity as this is afforded.

Any information, either in relation to the Fair or California in general, may be obtained by calling on or addressing local agents or T. H. Goodman, General Passenger Agent, San Francisco.

CALIFORNIA SCHOOL ITEMS.

FOLSOM and adjoining school districts want to organize a Union High School.

THE new High School building in Yreka is in process of erection. It is intended to have it ready for occupancy next term.

T. B. MORRIS, a recent arrival from Iowa, has been dismissed from the principalship of the Nipomo public school for cause.

SANTA CRUZ CITY voted \$45,000 bonds for school purposes. The progressive and intelligent sentiment of this community is indicated by the vote of 530 for bonds, to 175 against.

MISS SUSIE F. FEENEY, one of Plumas county's successful teachers and a member of the County Board of Education, was married April 15th to James L. Stark, of Indian Valley.

THE San Francisco public schools have embodied in their course of study a uniform system of patriotic services. The idea will no doubt spread into all the cities of our country.

SUPT. SWETT, of San Francisco, reports that the average daily attendance at the public schools for the month ending February 9th was 32,370; for the month ending March 9th, 32,214.

DR. HUNTINGTON, of the Sacramento City Board of Education, hopes to see the day when it will be mandatory on Superintendents to give their opinions of the qualifications and efficiency of teachers.

At the close of the present term the old school house at Bidwell's Bar, the former county seat of Butte, will be closed because the average attendance has been only three pupils. The schoolhouse has been in use since the early 50's, and is of historic interest.

THE Lincoln School lot bonds, S. F., amounting to \$200,000, will mature July 30th. They were issued in 1874, and there is now a surplus of \$51,000 to the credit of the fund, which amount is recommended to be expended in the purchase of school lots and in the erection of school houses.

THE four kindergartens of Sacramento city have now united under one association. The enrollment during the year was 360.

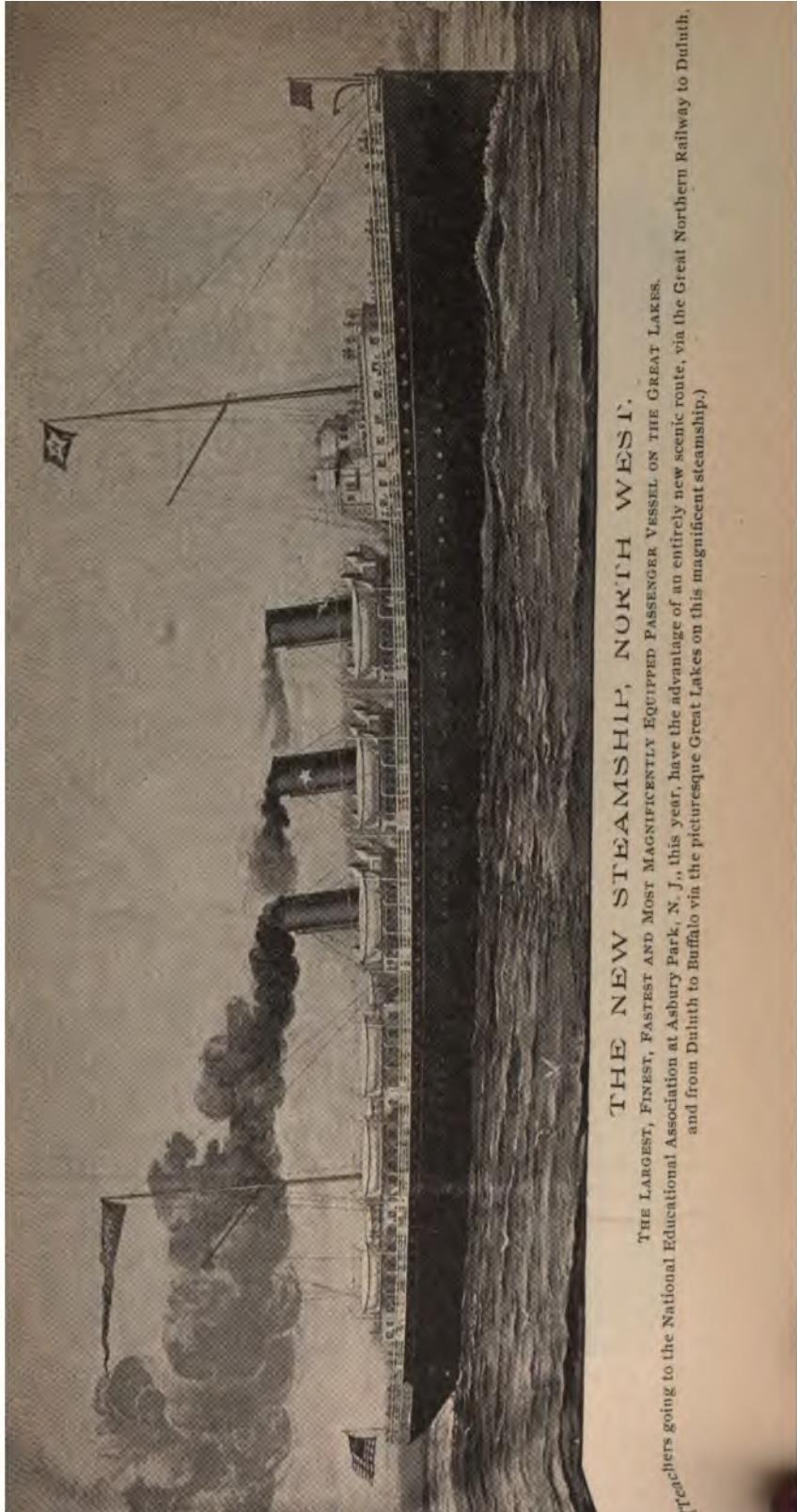
FRESNO's new High School building will soon be in course of construction. There will be a lecture room capable of accommodating an audience of 200. The seats will be arranged as in a theatre, to give each of the spectators an equally good view of the platform. Each floor will have a general assembly room. There will also be a department especially fitted up for manual training.

MAYOR ELLERT has prepared a complaint in intervention in the suit brought by Dr. Cogswell to annul the terms under which the Cogswell Polytechnical School was created. The burden of his allegations in the complaint is, that Cogswell has been guilty of collusion with his wife and his attorney, W. T. Baggett, for the purpose of depriving the State of an institution that is now public property.

TIMOTHY HOPKINS has donated to the Leland Stanford, Jr., University, the Hopkins' Seaside Laboratory at Pacific Grove on Monterey Bay. Larger and more commodious buildings will be erected and fully equipped by the generous donor. Professors Jenkins and Gilbert of the university will have charge of the laboratory. The objects of the laboratory are threefold, namely: To provide an eminently fit laboratory for advanced workers from all parts of the world to prosecute original research; to enable teachers and others outside the university to acquire more thorough knowledge of morphological and physiological subjects, and to train students of the university in biological research. Here research may be carried on the year round—thanks to our balmy weather—and so there need never be interruption.

THE Supreme Court has reversed the judgment of the lower court of this county in the matter of the People against the Caruthers school district, Fresno County. The action was one assailing the validity of a bond election held in that district on the ground of irregularities in the proceedings.

The Supreme court says: "The record discloses various irregularities in the conduct of the election, the most important of which, and one which we think fatal to its validity, being defects in the notice of election. We know of no requirement of the election law more important in its observance than that the notice should state clearly the particular place where the election is to be held; and in that regard we think the present notice contradictory and so misleading that it fails to satisfy the statute."



THE NEW STEAMSHIP, NORTH WEST I.

THE LARGEST, FINEST, FASTEST AND MOST MAGNIFICENTLY EQUIPPED PASSENGER VESSEL ON THE GREAT LAKES.

(Advertisers going to the National Educational Association at Asbury Park, N. J., this year, have the advantage of an entirely new scenic route, via the Great Northern Railway to Duluth, and from Duluth to Buffalo via the picturesque Great Lakes on this magnificent steamship.)



GENERAL DEPARTMENT

High Schools of California.

[A paper submitted to the Educational Council of California by Charles E. Hutton, Los Angeles High School.]

To the Educational Council of State Teachers' Association:

At your session held in Fresno in December, 1892, I was appointed to collect statistics of the High Schools of this State, and I have the honor to submit the following report for your consideration:

As no statistics of these High Schools have heretofore been compiled, I found no little difficulty in securing the necessary data, which would present the subject in as wide a range as possible. I have not been able to secure answers from all the schools, nor complete returns in every case where the blank was forwarded, but, on the whole, there are sufficient data to show the salient points in the High School system. In general, the records of these schools are not kept in such form as is available for statistics. The requirements of the blank sent to the principals were somewhat exacting, and, as I have found in many cases, were beyond the power to give. I wished to cover a large range, the subjects of which could in the future be made the basis for subsequent inquiry. It was a matter of some moment what inquiries should be made. It should be, it seemed, not merely as to the attendance, the number of graduates, and the number of these entering college, but should include also something of the course of study, the elective studies, and the proportion of pupils in each course. With this end in view, I determined to inquire upon the following subjects, including a period of five years from July 1, 1887, to June 30, 1892:

1. Whole number enrolled each year.
2. Average attendance each year.
3. Number enrolled and withdrawn each year in each class.
4. Number graduated each year.
5. Number graduates entered college or university each year.
6. Elective studies.
7. What courses in the curriculum.
8. The proportion of pupils in each course.

The accompanying blank, marked "B," sets forth these inquiries in detail. I have been unable to get replies to 2 and 3; nor are the others complete, but as they are they will illustrate the subject under consideration.

On May 1st I sent the circular marked "A" to sixty-four principals, enclosing the blank referred to above. I received thirty replies, of which twenty-two were from small or recently-organized schools. As these latter could furnish but little material, I mailed on September 30th the circular marked "C" and the blank to fourteen of the larger and older schools, from which I received seven replies. From the data, secured from thirty-seven schools, I make this report.

I present in succession the subjects of inquiry, as given on a preceding page. In the following table I report only those schools which show a complete record for the period. They range from the largest and oldest to the smaller and younger. Other schools, not included in this table, give the enrollment for a portion of the period. The purpose of the inquiry is to show the growth in attendance. There has been a great stimulus to the High Schools in this period, and it is interesting to mark their growth.

1. Whole number enrolled each year:

TABLE I.

NUMBER ENROLLED.	1888.	1889.	1890.	1891.	1892.
Alameda.....	91	111	131	150	170
Berkeley.....	46	53	72	128	194
Healdsburg.....	18	35	35	46	54
Los Angeles.....	221	206	330	490	550
Marysville.....	24	34	37	43	43
Oakland.....	452	547	588	638	670
Sacramento.....	175	194	211	221	214
San Diego.....	75	91	145	180	202
San Francisco Boys'.....	408	444	539	572	553
San Jose.....	112	161	186	173	213
Santa Cruz.....	54	52	71	89	102
Stockton.....	111	108	128	130	155
Total for each year.....	1787	2036	2473	2860	3120
Increase over '88.....		249	686	1073	1333
Per cent. of increase.....		.14	.38	.60	.75

2. Average attendance each year.

It has been impossible to obtain any statistics upon this subject.

3. The number enrolled and withdrawn each year in each class.

I failed to obtain any data upon this subject. It would be interesting to have this, for it would show in what year are the largest withdrawals, and enable some inquiry to be made as to the cause.

4. Number graduated each year.

5. Number graduates entered college each year.

I present these two in Table II, and then reduced to per cent.

TABLE II.

	GRADUATES.					ENTERING COLLEGE.				
	1888.	1889.	1890.	1891.	1892.	1888.	1889.	1890.	1891.	1892.
Alameda.....	20	18	23	18	14	6	4	3	2	4
Berkeley.....	.....	14	14	18	.....	.....	10	12	18	.....
Healdsburg.....	.....	9	8	7	.....	.....	1	2	.....	.....
Los Angeles.....	18	26	22	13	41	5	6	9	5	13
Marysville.....	4	3	11	.....	6	.....	1	.....	.....	4
Oakland.....	59	108	56	78	103	23	43	22	31	43
Sacramento.....	27	26	25	32	35	2	5	3	12	2
San Diego.....	4	8	16	11	17	1	4	6	3	8
San Francisco Boys'	50	65	84	70	87	30	32	38	36	41
San Jose.....	8	17	21	26	25	2	3	6	12	6
Santa Cruz.....	7	12	11	12	24	2	1	.....	2	8
Stockton.....	28	16	39	25	36	2	6	7	7	7
Totals.....	225	299	331	307	418	73	104	106	124	154
Increase over '88.....	.....	74	106	82	193	.....	31	33	51	81
Percent. of graduates entered college .....	.....	.....	.....	.....	.....	.32 ⁴ ₁₀	.35	.32	.40 ⁷ ₁₀	.37
Per cent. of graduates on enrollment.....	.13	.15	.13	.11	.13	.....	.....	.....	.....	.....
Per cent. of graduates entering college, on enrollment.....	.....	.....	.....	.....	.....	.04	.05	.04 ⁸ ₁₀	.04 ⁸ ₁₀	.04 ⁸ ₁₀

Table III presents a summary for two years, 1891 and 1892, including the data in Tables I and II, with six additional schools.

TABLE III.

	ENROLLMENT.	GRADUATES.			ENTERED COLLEGE.		
		1891.	1892.	1891.	1892.	1891.	1892.
From Tables I and II.....	2860	3120	307	418	124	154	.....
Coronado.....	28	23	.....	1	.....	.....	.....
Cloverdale.....	11	19	.....	5	.....	.....	.....
Pasadena.....	89	109	12	13	11	7	.....
Riverside.....	119	116	11	8	4	4	.....
Santa Ana.....	57	48	.....	11	.....	7	.....
Visalia.....	16	21	2	3	.....	.....	.....
Totals.....	3180	3456	332	459	139	172	.....
Increase over 1891.....	.....	276	.....	127	.....	.33	.....
Per cent. of graduates entered college.....	.....	.....	.....	.....	.42	.37 ⁷ ₁₀	.....
Per cent. of graduates on enrollment.....	.....	.....	.10 ⁴ ₁₀	.13 ⁹ ₁₀	.....	.....	.....
Per cent. of graduates entering college on enrollment.....	.....	.....	.....	.....	.04 ⁴ ₁₀	.05	.....

6. Elective studies.

A great diversity is manifested under this head. The purpose of the inquiry was to ascertain how far the schools allowed any exercise of option upon the part of the pupils. This is to-day growing to be one of the issues in secondary education. I give the results gleaned from the reports, which, although not very satisfactory, yet give some information. The electives range from the modern languages to astronomy and trigonometry.

Santa Rosa has no fixed course, and seems to allow very liberal election.

Stockton has all elective, except Mathematics, English and Civil Government.

Oakland elects in Latin, French or German in literary course, and Algebra in Senior year.

Centerville, Coronado, Dixon, Healdsburg, Los Angeles, Redlands, Sacramento and Santa Monica, aggregating 1017 pupils, allow no election.

The *modern languages* are elective in Alameda, Berkeley, Marysville, Pasadena, San Francisco Boys' and Girls', and Santa Ana.

Latin, in Cambria, Hanford, Marysville, Pasadena, San Francisco Boys' and Watsonville.

Solid Geometry, in Berkeley.

Trigonometry, in Hanford, San Jacinto, Visalia.

Surveying, in Gridley.

Bookkeeping, in Cambria, Gridley, Pasadena.

Science, in San Jose, Watsonville.

Geology, in Gridley, San Jacinto.

Astronomy, in Gridley.

Zoology, in Gridley.

Physics, in Hanford, Pasadena.

Botany, in Pasadena.

Ancient History, in Visalia.

Drawing, in Cambria, San Francisco Girls'.

Mechanical Drawing, in Alameda.

Music, in Cambria.

Chemistry, in San Francisco Boys'.

7. The courses in the curriculum.

There is as great diversity in this line as in the preceding. I have grouped the schools according to the number of courses, and have placed after each the number of pupils enrolled in 1892.

Group I, having a *single* course:

Cloverdale,	19	Scientific.
Coronado,	23	
Healdsburg,	54	
Livermore,	27	
Santa Monica,	25	Latin-English.
Total,	148.	

Group II, having *two* courses:

Etna Mills,	25	Literary and Scientific.
Santa Cruz,	102	
Visalia,	21	
San Jacinto,	26	Literary and English.
Redlands,	72	Classical and Scientific.
San Jose,	213	Literary, and Letters and Political Science.
Total,	459.	

Group III, having *three* courses:

Alameda,	170	Classical, Literary, and Scientific.
Berkeley,	194	
Oakland,	638	
Los Angeles,	550	
Riverside,	116	
Centerville,	35	
Dixon,	44	
Gridley,	29	
Lompoc,	39	
Oroville.	51	
San Louis Obispo,	43	
San Francisco Boys',	553	Classical, Scientific, and Latin Scientific.
San Francisco Girls',	588	
San Diego,	202	Literary, Mod. Languages, Eng. Scientific.
Total,	3252.	

Group IV, having *four* courses:

Haywards,	33,	Literary, Scientific, English and Commercial.
Sacramento,	214,	Classical, Literary, Scientific and Modern Languages.
Santa Ana,	48,	Classical, Literary, Scientific, and English.
Total,	295.	

8. The proportion of pupils in each course.

Table IV gives the per cent. in each school and the average:

TABLE IV.

SCHOOLS.	Enrollment.....	Classical.....	Literary.....	Scientific.....	Latin— Scientific.....	Letters— Pol. Science.....	Modern Language.....
Stockton.....	.....	.02½	.22½	.75	.....	.....	.....
Santa Cruz.....	102	.....	.33⅓	.66⅔	.....	.....	.....
San Jose.....	213	.....	.50	.....	.....	.....	.....
San Jacinto.....	.....	.....	.80	.....	.....	.20	.....
San Francisco Girls'.....	588	.20	.....	.40	.40	.....	.....
San Francisco Boys'.....	553	.25	.....	.16⅔	.58⅓	.....	.....
Sacramento.....	214	.16⅔	.50	.16⅔	.....	.....	.16⅓
Redlands.....	72	.03	.....	.97	.....	.....	.....
Oakland.....	638	.05	.75	.20	.....	.....	.....
Los Angeles.....	550	.10	.50	.40	.....	.....	.....
Lompoc.....	39	.20	.24	.56	.....	.....	.....
Gridley.....	29	.....	.50	.50	.....	.....	.....
Gladstone.....	.....	.05	.80	.15	.....	.....	.....
Dixon.....	44	.13⅓	.63⅓	.....	.....	.....	.23⅓
Centerville.....	35	.06	.60	.34	.....	.....	.....
Alameda.....	170	.02	.48	.50	.....	.....	.....
Average of above.....	.....	.08½	.42½	.36	.06½	.03½	.01½
							.025

I summarize from the preceding tabulated forms:

1. The thirty-seven schools report for 1892 an enrollment of 4687 pupils.
2. The per cent. of increase of enrollment the fifth year is 75; of graduates, 86; of graduates entering college, 111.
3. The averages for the five years show that 13 per cent. graduate; that 35 per cent. of the graduates enter college; that 4½ per cent. of the enrollment enter college after graduation.
4. As regards the elective studies, it seems that each school determines for itself. The list given above is a formidable one, and is of value only to show to what lengths unrestrained liberty will go. The larger schools have fewer electives, and seem to demand of the pupils complete courses. Certain subjects are rightfully the substantial ones, by which power is developed; others are elements of development. To keep the proper balance, there should be some directing power to indicate the choice. It should not rest, as it now seems to do, in the hands of the principal. The smaller schools of limited facilities increase the number of electives, which are generally in the latter part of the course. The list given on a preceding page does not convey fully the thought of the elective, for to understand it clearly the course of study should be given, and a careful examination made of it. I re-

port them not so much for any accurate information they may give, but rather that you may see how entirely independent of any systematic plan the schools are framing their work.

5. The courses of study are a still greater curiosity. It would seem that some kind of uniformity would ensue, since by the Union High School law it is required the course of study shall prepare its pupils for admission to the University. In our schools there are ten different courses. An examination of the Groups shows some peculiar features. Three small schools, aggregating 62 pupils, maintain two separate courses. Six schools, aggregating 241 pupils, provide for the classical, literary and scientific courses. It is right and proper for our large schools to have and maintain these separate and distinct courses, but for one, enrolling 35, to parade in its curriculum the classical, literary and scientific seems to be a joke of immense proportions. The University basis for these separate courses is a necessity, and it is apparent that on account of this college separation it also obtains in so many schools, working up to the accredited list. Is it possible for the smaller schools, preparing its pupils for the University, to do the required work under a single course? This undesirable tendency should receive your consideration.

A conclusion, plainly deduced from the data of this report, shows that the High-School system has no directing authority. The work of the University committee is mainly as to scholastic standing. Many of the schools are not matriculated; others are being organized. These do not come in touch with the University. Under present methods the inclination of the principal is without doubt the largest factor in determining the work, and therefore there is a lack of uniformity. The secondary schools need a head, by means of which there may be a uniformity in the classes of schools; they need a directing agency, that can show them the best plans for successful work. Great changes occur each year in every locality as to population, and the greater the uniformity of this system the stronger the schools become, and the less disadvantage to those removing from one section of the State to another. The present is really the formative period of these schools. They are now only recovering from the assaults made some fifteen years ago. They are fostered and strengthened by the two universities, and growing in favor. The work of these smaller schools is largely local, for the larger are the chief feeders of the universities. To place the former upon a strong, uniform basis is largely the duty of some authority. It must be of those who know

the work, for there are complex relations, viz.: to the locality, to the grammar schools, to the college, and I may add, to themselves. The State Board of Education seems to be the natural authority for such work, and, under the directing hand of the State Superintendent of Public Instruction, the whole framework of the secondary schools would become symmetrical in all its parts.

I have endeavored to present for your consideration as clear and definite details as possible, to show how this system has increased in the last few years, by which you may hereafter follow out the lines begun in this report. Investigation, comparison and conference are the elements of strength to any rightly constituted system. Advantages may thus be noted, mistakes reduced to a minimum, errors avoided, and the schools, small as well as large, elevated to a greater degree of efficiency. I have presented the conditions as they are, and have made some suggestions as to remedying some of the difficulties now in the system. With these I submit this paper, hoping that the data therein will stimulate to farther research.

Respectfully,

CHAS. E. HUTTON.

Los Angeles, Dec. 23, 1893.

We who learn to teach, and, in teaching, continue to learn, are especially exposed to this sterilizing influence of sameness or pedantry, and should of all men keep watch and ward against the merging of the individual in the type no less in ourselves than in those we teach ; we must think and plan for the individual rather than for the aggregate, remembering that, as is the citizen, so is the State, and that integration, which is the measure of progress in communities, so in all organized wholes, cannot proceed unless it be *pari passu* with differentiation of constituent parts, if it does not rather follow.—T. W. DUNN, Headmaster Bath College, Eng.

Ours.

The smile of the sun, and the smile of the earth
Are blended in beautiful flowers,
The smile of God, and the smile of a friend
Are blended in love that is ours.

—A. W. FREDERICK, Lodge, Cal.

METHODS AND AIDS.

Children's Plays.

This study was made on the twenty-nine children composing the Kindergarten in the City of Santa Cruz. The Kindergarten is there a part of the public school system, so that all classes of children were represented. Only those children between the ages of five and six had been admitted to the Kindergarten, so that there was a great uniformity in the matter of age.

Systematic observations beginning October 24th, and continuing till the close of the term, December 12th, were made upon the free play of the children before school, at recess, and at noon each day. During this time no suggestions were made, and the play was not interfered with unless it became positively dangerous.

The Kindergarten was organized the last week in July, and for the first week or so the children were too timid or too conscious to indulge in many plays. They had, however, one common attraction, and that was a large sand-pile in the back of the play-ground. For about two weeks almost all their interest centered around this sand-pile, but gradually, as they became acquainted with each other, new interests arose.

At first they all tried to play together. But soon the larger boys found that they wanted to play different games than those enjoyed by the girls, while the girls remarked that the boys were too "rough;" so, without any suggestion from me, by the last of October they had divided themselves into four distinct groups, though sometimes a play of more than usual interest would unite them all.

The first group consisted of the older and more active boys. Their plays required much action; they ran, they wrestled, they climbed with all the might that was in them. They played a great many highly imaginative games, some of them rather rough and boisterous. During the time that I observed them, not quite two months, I noticed thirty-one distinct kinds of spontaneous, dramatic plays, in which almost all this class of children were engaged; for instance, policeman, hunter, store, electric light men, etc.

A was decidedly the leader of this group. He is very bright, quick perceptions, a good memory, and an exceedingly vivid imagination. He often tells imaginative lies. Things that he thinks would be nice to happen he tells as facts, or as embellishment to his lies. He is affectionate, but very impulsive. He often does things out of place one minute, but by the next penitential tears are rolling down his cheeks.

The next class consisted of older girls, and some of the little ones whom they drew in to play minor parts. Their games were almost entirely dramatic and consisted usually either of playing house or playing school. These plays were generally conducted very quietly, out on the sand-pile at first, where they built the houses, gardens, etc., and then when it became rainy, in the hat-room or in the woodshed.

The leadership of this group was divided between J and R. Neither of them are especially imaginative, but both have strong domestic, motherly traits. J is very loving, R rather imperious. Their motherly instincts were greatly developed by the fact that they adopted two little Swiss children who could not speak English, and very careful mothers were they to guide and to protect their children.

The third group was made up of the smaller children, and one of the older but more bashful girls. They generally indulged in simple presentative games, but spent a large portion of their time running from one part of the yard to another because of a passing whim, over the faucet to get a drink, or over to the sand-pile to see what the others were doing.

The leader was D. He was slightly younger than the others, but was chiefly remarkable for the great amount of will power he possessed.

The last group was a miscellaneous array, made up of two or three who did not have any special interest in life or were too timid to show it. They had no leader, for they were not organized. They were not sick, but listless. The chief attraction to this group was the swing. They very seldom ran or exerted themselves otherwise.

The duration of a game varied greatly, sometimes it would last but a minute or two. Once such a play as the "Wild Hog" occupied the attention of the larger boys for two days and a half. Again they had a slanting beam on which the boys played nearly the whole time for over a week. One boy pounded a bolt steadily for twenty minutes; he played that he was mending a car, and said that he was

playing that the bolt was a screw, that he needed a screw-driver, but as he had only a hammer, he should have to pound with it. He stopped only when the bell rang.

Regarding the reappearance of the same play on consecutive days, the swing has been in use all the time, with trifling interruptions, from the time it was put up in September. They slid and performed on the beam, one end of which was on the fence and the other on the ground, every day for a month, but at the end of that time it was accidentally thrown down and they did not ask that it be replaced. Hunting, either wild hogs or other animals, appeared thirteen times during about thirty-five days. Tops were on hand every day from October 26th till about the 1st of December. There were but three of four days during the last two months of the term that the girls did not play either house or school.

The following list of plays of the larger boys will show the order in which these plays occurred and the frequency with which they took place :

SUMMARY OF THE DRAMATIC PLAYS OF THE BOYS.

October 24th, Policeman ; October 25th, Policeman and Hunters; October 26th, Wild Horses, Hunters and Salvation Army ; October 30th, Butcher and House ; November 1st, Butcher, Jail ; November 2d, Hunting, Cars, Circus ; November 3d, Butcher, Band, Procession; November 6th, Band, Ladder, Steamer and Circus ; November 7th, Ladder, played with as steam-engine, and Circus-train ; November 8th, Ladder, played with as Pipe-organ, and then Wood-saw ; November 10th, Ladder as a Steamer; November 13th, Dragon; November 14th, Wild Pig ; November 15th, Wild Hog ; November 16th, Wild Hog, Train, Indians ; November 17th, Wild Hog, Indians; November 20th, Merry-go-round ; November 21st, Cars ; November 22d, Circus and Menagerie ; November 23d, Policeman ; November 24th, Cars ; November 28th, Horse ; December 5th, Electric Light Men; Noah's Ark : December 6th, Electric Light Men, Circus ; December 7th, Wild Horse, Bear, Robbers and Policeman, Electric Launch, Steamer and Boats, Indians ; December 8th, Indians ; December 11th, Santa Claus, Wild Horse, Store, Street Watering Cars ; December 12th, Teams of Horses, Telephone.

The general quality in the plays that attracted and held the children was action, found either in purely physical plays or dramatic plays in which all could take an equal part. And in their representa-

tive plays those that dealt with natural objects and animals had a greater holding power than those which dealt with artificial things.

Inside of the house, during the time for songs and games, the same love of action and nature was apparent with all the children, their favorite songs being such as, "Good Morning, Merry Sunshine," "Up, up in the Sky the Little Birds Fly." Among the games two were decidedly the favorites; one was a lively skipping game, purely physical; but the other, contrary to what one would expect, was a quiet game in which the child guesses the name of a flower from its smell. This flower game they called for at least twice a day for six weeks, then they let it rest for a week, and then they asked for it at least once a day for the rest of the term.

As you will have noticed, the traditional games, such as London Bridge and Prisoner's Base, played but little part in the amusements of the Kindergarten children. Out of doors the game of Hide and Seek was the only organized traditional play that was suggested by the children. Near the beginning of the term I showed them how to play "Drop the Handkerchief." They enjoyed it then but did not call for it themselves. Sometimes their dramatic play came to have a set form, but that set form was always at the mercy of the leader, who varied it to suit himself.

Their plays during the first days of the Kindergarten showed evidences of both physical and dramatic instincts, but during the first few weeks the purely physical plays largely predominated. However, their imagination seemed to develop rapidly, and in the case of the more timid ones they also gained so much in self-possession that they were no longer afraid to show forth what was in them.

Though the children are still very imitative, they seem to have developed a good deal of originality and independence. For instance, when they were standing on the ring in the kindergarten ready for their games, I asked the musician to play an unfamiliar tune and told the children to do anything they liked as long as the music continued. These are the answers the children gave me as to what they did the last time we tried this: "Hopped," "crawled as a horse," "elephant," "grasshopper," "black-legged-man," "bird," "scare crow," "bear," "river," "sand-bug," "wheel." You will notice that but two played the same thing. You will also notice that but one confined himself to the purely physical desire for motion, all the others being representative. It should, however, be stated that only the older children were present when this observation was made.

The reasons for the existence of the plays seemed to come from two entirely different sources. First, the compelling power of the leader. A obliged the other boys by means of his personal influence to make the ladder a wood saw; for instance, when they wanted it to be a steamer. He could almost always draw the boys of his group into the play he wanted. Second, the special novelty or interest of the play itself, even when not forced upon the attention of the school by an aggressive child. Thus the boys were greatly delighted with the idea of becoming acrobats, and without any incentive but the pleasure of the act itself, each boy tried for days to equal the feats of L, a quiet, non-aggressive boy.

Both these classes of plays were suggested by the environment of the children. Every public event which they saw in the world around them or heard talked about by the "grown people" was mirrored in their play. But whatever they did, or from whatever reason they did it, their whole hearts went into their play. It was an expression of the children themselves, and a truer one than any set exercise or experiment could give.

GENEVRA SISSON, Stanford University.

The little study given above simply shows what can be done by an intelligent observer in a single school. We are gathering in our department a collection of materials looking toward an exhaustive study of the play instinct in children. We are not yet ready to publish a syllabus of directions for the study of children's plays, but as a step in this direction we are making a collection of the traditional games of California children, such as "ball," "London bridge," "hide and seek," "hide the thimble," etc.

We hope in this collection to make, in the first place, a dictionary or encyclopædia of games played by the California children, which will be of value in the study of the geographical distribution of games, the games played at different seasons, the distinctively boys' and girls' games, and the evolution of traditional games as seen in the modification of the standard games under different social and natural environments. In the second place, a careful classification of such a collection of plays on the basis of the motive that actuates the player, ought to throw a good deal of light on the subjective basis of play activities.

Any teacher who is interested in the subject can materially assist us by complying with the directions given in the following syllabus:

LELAND STANFORD, JR., UNIVERSITY, Santa Clara Co., Cal.,
DEPARTMENT OF EDUCATION,

We are making a collection of traditional games that are played by California children, such as marbles, base-ball, London bridge, etc., and we desire to have as many as possible of them described by the children themselves. This requires the coöperation of the teachers, and we will be greatly obliged to you if you will assist us in gathering descriptions from the children under your charge.

If you are willing to assist us, you can do so by having the games written out as a composition exercise, and, after being corrected and copied, they can be sent us, to be arranged with games of other schools and preserved in the department of education for comparative study.

Each game should be described on separate sheet or sheets, bearing the name and age of the writer, the name of the teacher and the name of the city. The papers should be written on one side only, and should have a liberal margin at the left to allow for binding. The sheets should be eight by ten inches, or so written that they can be trimmed.

First, then, have each child write a list of the names of all the games which he knows how to play. Explain that in such games as marbles or ball, etc., each kind is to count as a separate game.

From these lists of games handed in by the pupils, please compile one list which will embrace all the different plays suggested by your children, and also any others you know they have played, either at home or at school, but which they may not have mentioned. Now arrange so that each game on your list shall be described in writing by some pupil in your room. If necessary, have some of the accounts re-written in order to get a clear description of each game. We should like to have all the lists of games written by the children, and one description of each game known to your children, you to select the one which seems to you the clearest and most complete.

Very respectfully,

EARL BARNES.

The great study of the teacher is life, and the various factors which make up its varied phases. The builder must know the material before he can plan the structure. Psychology, therefore, is pre-eminently the teacher's study. A knowledge of the mind and its forces is the grandest of equipments for him who wishes to educate to strong thought and right action.—Dr. A. W. PLUMMER, Santa Clara, Cal.



SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

Proceedings of the Biennial Convention of County and City Superintendents.

SACRAMENTO, May 7, 1894.

In accordance with Section 1533 of the Political Code, the regular Biennial Convention of County and City Superintendents of California assembled in the Senate Chamber of the Capitol, Sacramento, May 7th, 1894, at 1:15 P. M., J. W. Anderson, Superintendent of Public Instruction, presiding.

After preliminary remarks by Supt. Anderson, the roll was called, and the convention organized with the following officers: Superintendent of Public Instruction J. W. Anderson, president; Supt. Job Wood, Jr., of Monterey county, vice-president; M. P. Stone, of Sacramento, secretary; Supt. Mrs. W. D. Egenhoff, of Mariposa county, assistant secretary.

Supt. Wagner, of San Diego county, moved that a committee of seven be appointed on Resolutions. It was carried, and the chair appointed the following committee: Supts. Harr Wagner, San Diego; Mrs. S. G. Wright, Del Norte; Mrs. E. K. Harrington, Lake; W. W. Seaman, Los Angeles; W. M. Finch, Glenn; Deputy Supt. Madison Babcock, San Francisco; Supt. G. E. Thurmond, Santa Barbara.

On motion, Prof. C. H. Keyes, President of the Throop University, and W. H. V. Raymond, editor-in-chief State Series Text Books, were elected honorary members of the convention.

The chair appointed J. W. McClymonds, of Oakland, L. J. Chipman, of Santa Clara, and F. A. Molyneaux, of Pomona, as a committee to wait upon the Governor, and invite him to attend the session. The committee retired, and upon its return stated to the convention that Governor H. H. Markham would be pleased to be with them before the session closed.

Madison Babcock moved that a committee of nine be appointed by the chair on Course of Study, requesting that his name be left out. Supt. Wagner moved to amend by having the committee report the result of its labors May 8, 1894, at 1:30 P. M. The amendment was

accepted, the motion carried, and the chair appointed the following committee: Supts. Chipman, of Santa Clara; Banks, of Yolo; Coffey, of Sutter; McGrath, of Sierra; Beattie, of San Bernardino; Anna E. Dixon, of Napa; Mrs. E. G. Logan, of Shasta; Job Wood, Jr., of Monterey; Robert Furlong, of Marin.

Supt. Coffey, of Sutter county, moved that a committee of five be appointed to take into consideration the question of reciprocity of certificates, that is, the matter of recognition of certificates of the High, Grammar and Primary grades of any one county by any of the other counties of the State. This motion was amended by adding kindergarten certificates to the list, the same being opposed by Supt. Brown, of Los Angeles; and the amendment and original motion being carried, the chair appointed the following committee: Supts. Coffey, of Sutter county; Frick, of Alameda county; Kirk, of Fresno county; Woodin, of Lassen county; Richards, of Mono county.

Supts. De Burn, of San Diego city, and F. P. Russell, of the city of San Jose, introduced the following resolution:

"Resolved, That a committee of nine be appointed to take into consideration matters pertaining to legislation concerning school districts having boards of education or districts of more than ordinary population. Said committee to consult the Attorney General as to matters of law.

(Signed) DE BURN.
RUSSELL."

The resolution was adopted. The chair suggested, and the convention approved of the following committee to whom the resolution was referred: Supts. De Burn, of San Diego city; Erlewine, of Sacramento city; McClymonds, of Oakland; Russell, of San Jose; Howard, of Sacramento; Linscott, of Santa Cruz; Folsom, of Yuba; Sullivan, of Alameda city; Seaman, of Los Angeles.

W. H. V. Raymond, on behalf of the President of the Museum Association, who was unable to be present, extended an invitation to the convention to visit the Art Gallery at 3:30 P. M., and to meet the citizens of Sacramento at a reception to be given in the parlors of the Golden Eagle Hotel at 8 P. M., with lunch at 9:30 P. M. On motion of Deputy Supt. Babcock, of San Francisco, the invitations were unanimously accepted.

Supt. Thompson, of San Benito, moved that a committee of five be appointed on the law referring to County High Schools. The motion carried, and the following committee was appointed: Supts. Thompson, of San Benito county; Mrs. S. G. Wright, of Del Norte county;

Mrs. H. L. Wilson, of Colusa county; Finch, of Glenn county; Coffey, of Sutter county.

Supt. Gregory, of Riverside county, moved that a committee of five on City, District and Union High Schools be appointed, which was done, as follows: Supts. Gregory, of Riverside county; Mack, of Amador county; Black, of Ventura county; Crookshanks, of Tulare county; Beattie, of San Bernardino county.

Supt. Wood, of Monterey county, moved that a committee of three be appointed to report upon the semi-annual method of paying taxes as now the law. Prof. Keyes moved as a substitute that Supt. Anderson be requested in his forthcoming report to the Legislature to state that it was the sense of the convention that the present method of collecting taxes was a failure. On motion of Supt. Kirk, of Fresno, seconded by Supt. Kirkwood, of Contra Costa, the whole matter was referred to the Committee on Resolutions.

On motion of Supt. Linscott, of Santa Cruz, the following committee of five were appointed to take charge of all matter pertaining to changes in the school law not referred to other committees: Supts. Linscott, of Santa Cruz county; Utter, of San Mateo county; Barker, of Salinas; Heaton, of Fresno; Armstrong, of San Luis Obispo county.

It was moved by Supt. Wagner, of San Diego, and duly seconded, that two hours of the morning session of May 8, 1894, be devoted to a discussion of the special needs of the public schools from the children's standpoint. After debate, Supt. Wagner withdrew the motion. Upon motion of Supt. Seaman, of Los Angeles, it was agreed that there should be an evening session of the convention on May 8, 1894, beginning at 8 o'clock P. M. The chairmen of the different committees gave due notice of the time and place of meeting of said committees, and the convention then adjourned to meet Tuesday, May 8, 1894, at 9 o'clock A. M.

M. P. STONE, Secretary.

MRS. W. D. EGENHOFF, Asst. Sec.

SACRAMENTO, May 8, 1894.

The second day's session of the Biennial Convention of County and City Superintendents was called to order by Supt. Anderson at 9 o'clock A. M. After roll call, the minutes of yesterday's session were read and approved. Vice-president Job Wood, Jr., was called to the chair.

Supt. McClymonds moved, and the same was duly carried, that

all resolutions introduced hereafter in the convention be referred to the Committee on Resolutions.

On motion of Supt. Coffey, Supt. Leroy D. Brown was added to the Committee on Reciprocity of Certificates.

Prof. W. C. Jones, University of California, was elected an honorary member of the convention, as also P. M. Fisher, editor of the PACIFIC EDUCATIONAL JOURNAL.

Supt. O. F. Seavey, of Placer county, was added to the committee on Changes in School Law not assigned to other committees.

State Printer A. J. Johnston was introduced to the convention by Supt. Anderson, and invited the superintendents to call at the Printing Office and inspect the same. It was decided to make this visit at 4 P. M., May 8, 1894.

The Committee on Reciprocity of Certificates in the different counties, through its chairman, Supt. Coffey, of Sutter county, submitted their report. The same was read, and after discussion the following motion of Supt. Anderson was duly made and carried: "That boards of education in cities and counties be requested to recognize certificates issued by other boards, upon presentation of recommendation from the county boards where the certificates were granted testifying to the character of experience of the applicant."

The committee to wait upon the Governor retired, and returned with Governor H. H. Markham. He was introduced to the convention by Supt. Anderson, and addressed this body. After the address, a short recess was declared, and the members of the convention were introduced to Governor Markham.

Upon convening, Supt. Leroy D. Brown introduced a resolution relating to kindergarten certificates, and the same was referred to the Committee on Resolutions.

The convention then adjourned until 1:30 P. M.

AFTERNOON SESSION.

The Biennial Convention convened at 1:30 P. M., Supt. J. W. Anderson, presiding.

The Committee on Course of Study, to report at this hour, was granted further time.

Supt. Thompson, chairman of the Committee on County High Schools, submitted the following partial report, and the same being considered section by section, after being amended, reads as follows:

"AMENDMENTS TO SECTION 1671.—*Third.* If the majority of all the votes cast on the proposition to establish a county high school are in the affirmative, it shall be the duty of the board of supervisors, within thirty days after canvassing said vote, to locate the school in some suitable and convenient place in said county: *provided*, if the board of supervisors fail to locate the school within thirty days after canvassing said vote, the county superintendent shall, within thirty days after the expiration of the time in which the board of supervisors were to locate the school, locate said school. The board of supervisors shall also estimate the cost of purchasing a suitable lot, erecting a building and furnishing the same, for the accommodation of such school, together with the cost of conducting such school for the next twelve months: *provided*, that the high school board may rent suitable rooms for the accommodation of the school. If rooms can be obtained in the public school buildings in the place in which said school shall be located, such rooms shall be given the preference.

"*Fourth.* When such estimate shall have been made, the board of supervisors shall thereupon proceed to levy a special tax upon all of the assessable property of the county, except as provided in Subdivision twentieth of Section 1670 of the Political Code, sufficient to raise the amount estimated as necessary for the following purposes:

"1st. The purchasing of a lot, procuring plans and specifications, erecting a building, furnishing the same, fencing and ornamenting the grounds. Said tax shall be computed, levied, entered on the tax roll, and collected in the same manner as other taxes are computed, entered and collected, and the amount so collected shall be deposited in the county treasury, and be known and designated as the County High School Building Fund. All claims against this fund shall be allowed and paid as other claims allowed by the board of supervisors are allowed and paid. All money remaining in this fund after all indebtedness incurred in accordance with the above provision has been paid, shall be transferred by the county auditor to the County High School Fund, subject to the order of the County Board of Education.

"2nd. The cost of running said school for the following twelve months, said tax shall be computed, levied, entered on the tax roll, and collected in the same manner as other taxes are computed, entered and collected and the amount so collected shall be deposited in the county treasury and be known and designated as the County High School Fund, and shall be paid out in accordance with the provisions of the seventh Subdivision of Section 1671 of the Political Code.

"Fifth. When the board of supervisors shall have properly provided and completed the building, together with the necessary fencing of the lot so purchased, they shall cause the same to be deeded to the County Board of Education, who shall hold the same in trust for the county; *provided*, that when rooms have been rented, or if from any cause whatever, sufficient buildings have not been erected, the board of supervisors may in any year, at the time of levying other taxes, levy the tax as provided for in the fourth Subdivision of Section 1671 of the Political Code; *provided further*, that the board of supervisors may issue bonds as other county bonds are issued, for the purchasing of a lot, procuring plans and specifications, erecting a building or buildings, furnishing the same, fencing and ornamenting the grounds. Said bonds to be issued, sold, and redeemed as other county bonds are issued, sold and redeemed, provided they shall not run for a longer period than forty years.

J. N. THOMPSON,
H. L. WILSON,
S. G. WRIGHT,
W.M. M. FINCH,
A. B. COFFEY. }
Committee."

With these changes the other subdivisions of Section 1671 remain unaltered.

Supt. Gregory, chairman of the Committee on City, District and Union High Schools presented the following report: "Your committee appointed to take into consideration the revision of the law pertaining to City, District, and Union District High Schools, beg leave to report as follows:

"We recommend that Section 1669 be amended to read as follows: 'High schools may be established and maintained in the manner provided in Sections one thousand six hundred and seventy, and one thousand six hundred and seventy-one of the Political Code; provided that in cities having boards of education, high schools may be established and maintained by the board of education of said cities.' " The convention adopted this section.

"We recommend that subsection 11 of Section 1670 be amended by striking out the word 'eighty-eight' of the fifth line of said subsection and inserting in lieu thereof the word 'eighty-nine.' " Adopted by the convention.

"We recommend that subsection 15 of Section 1670 be amended to read as follows:

"When such estimate shall have been made, it shall be the duty of the board of supervisors of the county in which said city, incorporated town, school district or union high school district is situated, to levy a special tax upon all of the taxable property of said city, incorporated town, school district or union high school district, sufficient to raise the amount required by said high school board, as shown by said estimate. Said tax shall be computed, entered upon the tax roll and collected in the same manner as other taxes are computed, entered and collected."

"We recommend that subsection 17 of Section 1670 be amended so as to read as follows:

"Should the board of supervisors refuse or neglect to make the levy provided for in subdivision 15 of this section, it shall be the duty of the county auditor to make such levy and add it to the tax roll of said city, incorporated town, school district, or union high school district."

"We recommend that the following provision be added to subsection 22 of Section 1670.

"Any district in a union high school district may be released from said union high school district by action of the board of supervisors whenever a majority of the heads of families in said high school district, as shown by the last preceding school census, shall unite in a petition to the county superintendent and board of supervisors asking for such change; provided that such change shall not reduce the amount of assessable valuation of the high school district below an amount of which the bonded or other indebtedness of said high school district shall be five per cent. Said petition when received shall be considered by the superintendent and the board of supervisors in accordance with Sections 1578 and 1579 of the Political Code."

"We recommend that subsection 10 of Section 1670 be amended by striking out of line two of said subsection, the words, 'at the high school building,' and inserting after the word 'time' in same line, the words, 'and place.'

"We recommend that subsection 23 of Section 1670 be amended after 'sold,' sixth line, top of page 49, as follows:

"All moneys received from the sale of the property of the high school district, and all moneys in the treasury to the credit of said high school district, shall be applied first to the liquidation of any outstanding indebtedness of the high school district; and second, any remainder after all indebtedness is liquidated shall be distributed by the county

superintendent to the districts composing the high school district, in proportion to the assessed valuation of the property in said districts; provided, however, that high school districts having bonded indebtedness outstanding cannot lapse until such bonds are liquidated.'"

All of these recommendations received the approval of the convention.

The committee recommended the following change in subsection 4, Section 1858:

"Insert after the word 'year,' fifth line, the following: 'Provided that when any district belongs to a city, district or union high school district, the average attendance of pupils from such district in said high school district shall be added to the average attendance in the primary and grammar schools of such districts for the purposes of this section.'"

After considerable discussion, the above amendment failed to receive the approval of the convention, and Supt. Wagner, who voted in the negative, gave due notice of a motion to be made to reconsider this action.

The hour of 4 P. M. being at hand, the convention decided to continue work, and upon motion of W. H. V. Raymond, the visit to the State Printing Office was postponed until 8 A. M., May 9, 1894.

Supt. Brown, of Los Angeles, introduced a resolution relative to the distribution of the school funds, and the same was referred to the Committee on Resolutions. The convention then took a recess until 8 P. M.

The Biennial Convention reassembled at 8 P. M., Supt. Anderson presiding.

Supt. Linscott, being recognized by the chair, extended an invitation to the superintendents, and through them to the teachers, to be present at the next meeting of the State Teachers' Association at Santa Cruz. He also asked that superintendents favor him with their County Courses of Study and examination papers, as the late fire made sad havoc with his office supplies.

Supt. De Burn, of San Diego city, chairman of the Committee on Legislation concerning school districts having boards of education or more than ordinary population, submitted the following report:

SACRAMENTO, May, 1894.

To the Honorable the Convention of Superintendents, Assembled:

MR. PRESIDENT, LADIES AND GENTLEMEN—Your Committee to

whom was referred the matter of legislation concerning school districts having boards of education or districts of more than ordinary population, beg leave to report that we have consulted the Attorney-General relative to the matter, and are advised that owing to some late decisions of the Supreme Court there are many matters in the school law relating to the government of such school districts that need readjustment. Your Committee, therefore, recommend that a special committee of five be appointed to draft a bill for the management of schools in said school districts in conformity with the late decisions of the Supreme Court. Very respectfully submitted,

EUGENE DE BURN, *Chairman.*
O. W. ERLEWINE,
J. W. MCCLYMONDS,
D. J. SULLIVAN,
F. P. RUSSELL.

The report of the committee was accepted, and upon motion its recommended committee was increased to seven, and appointed by the chair, as follows: Supts. McClymonds, of Oakland; O. W. Erlewine, of Sacramento; Leroy D. Brown, of Los Angeles; D. J. Sullivan, of Alameda; F. P. Russell, of San Jose; E. De Burn, of San Diego city; Harr Wagner, of San Diego city.

Supt. Linscott, chairman of the Committee on portions of school law not specially referred to committee, reported as follows:

In Section 1576, strike out the words "unless subdivided by the legislative authority thereof." Adopted:

In Section 1617, sub. 5, add to the section the following: "Provided that, except in incorporated cities having boards of education, before adopting any plans for school buildings, such plans shall be submitted to the county superintendent for his approval." Adopted by the convention.

Section 1617, sub. 2, created considerable discussion, and upon motion was referred to the committee of seven on drafting bill for next session of the Legislature.

In Sections 1713 and 1714 strike out the words "except in cities not divided into school districts." Adopted.

Section 1617, sub. 16, was amended to read as follows: "16. On or before the first day of April in each year to appoint a school census marshal, who shall be a citizen and at least 21 years of age, and notify the superintendent of schools thereof; provided, that in any city, or and county, the appointment of all school census marshals shall

be subject to the approval of the city superintendent of schools."

Supt. Howard, of Sacramento, suggested that this change be made upon the blanks provided for census purposes.

In Section 1543, subsection 4, change all after "drawn," fourth line, to read as follows: "and also the trustees, order duly endorsed by the party in whose favor the requisition is drawn." Adopted.

In Section 1882, sub. 4, change the word "ten" to "forty," and the same change in Section 1885. Adopted.

In Section 1551, last line, insert the word "unapportioned" before the word "county," so as to read, "and pay for the same out of the unapportioned county school fund." Adopted.

In Section 1770, subsection 2, insert after the word "Board," second line, "provided that said examinations may be held annually, if county boards of education so elect." This section was also amended by Supt. Seaman, as follows: "Examinations for special certificates may be held at any time." Both amendments were adopted.

In Section 1830, the following was added after the word "houses," line sixth: "to furnish additional school facilities for the district, or to maintain any school in such district, or for building one or more school houses, (or for transporting pupils between the public school house and distant parts of the district), or for any two or all of these purposes." Adopted by the convention.

At this time Supt. Wagner, of San Diego, moved to reconsider the vote whereby the amendment to Section 1858, subsection 4, was lost. The amendment was again considered by the convention, and upon a rising vote was declared lost by the chair.

The convention then adjourned to meet at the State Printing Office at 8 A. M., May 9, 1894, and in the Senate Chamber at 9:30 A. M., same date.

M. P. STONE, Secretary.

SACRAMENTO, May 9, 1894.

The third day's session of the Biennial Convention of County and City Superintendents of California was called to order at 9:30 A. M., Supt. J. W. Anderson presiding.

After roll call, the minutes of the previous day's session were read. The same were ordered corrected concerning the result of the vote on the adoption of the amendment to subsection 4, Section 1858, it appearing that the same was carried instead of lost, the vote standing 19 in favor of and 18 against the adoption of the amendment.

On motion of Supt. Armstrong, duly made and carried, it was or-

dered that the minutes of this session be printed in the PACIFIC EDUCATIONAL JOURNAL.

The following committee was appointed on Compensation of Secretaries of the Convention: Deputy Supt. Madison Babcock, Supts. Howard, of Sacramento; Kirk, of Fresno.

The Committee on Course of Study, through its chairman, Supt. Chipman, of Santa Clara, reported as follows:

"We, the members of the Committee on Course of Study, are of the opinion that the interests of this large State are so varied that the schools would not be benefited by a uniform course of study; but we do think that sectional uniformity would be both practicable and beneficial, and we would recommend that the superintendents of the several sections of the State meet in sections at such times and places as may suit their convenience, and that each section or division of the State, consisting of from five to ten counties, formulate a course of study to suit their needs. This may ultimately lead to State uniformity.

L. J. CHIPMAN,
ELIZA LOGAN,
JOB WOOD, JR.
ROBT. FURLONG,
A. B. COFFEY,
THOS. J. MCGRATH."

An amendment to Section 1704, requiring that all applicants for certificates be at least twenty years of age was, after considerable discussion, laid upon the table.

Section 1884 was amended to read, "shall not exceed ten per cent. of the taxable property," instead of five per cent., as the law now stands.

The Committee on Resolutions, through its chairman, Supt. Wagner, of San Diego, reported as follows:

"Resolved, That our sincere thanks are due and are hereby tendered to State Superintendent Anderson for the earnest, energetic and able manner in which he has presided over the deliberations of this convention;

That we appreciate the prompt and faithful manner in which Secretary Stone and Mrs. W. D. Egenhoff, his assistant, have discharged their arduous duties;

That the kindly consideration shown us by the Trustees of the Crocker Art Gallery and the citizens of Sacramento, and the warm

hospitality extended to us by them, have been such as to merit and bespeak our highest commendation and gratitude;

That we sincerely thank State Printer A. J. Johnston for his courtesy in affording us an opportunity to visit the State Printing Office;

That we extend our thanks to the management and reporters of the *Record-Union* and *Bee* of Sacramento for their very full and impartial reports of our meetings."

These resolutions were unanimously adopted.

Additional resolutions were offered as follows:

"*Resolved*, That our thanks are due and are hereby tendered to State Superintendent Anderson for the conscientious, courageous and capable manner in which he has conducted the business of the State during his term of office."

The same was unanimously adopted.

"*Resolved*, That the superintendents assembled are in favor of the professional training of teachers, and would therefore recommend that, instead of increasing the capacity of the Normal Schools now existing, that additional Normal Schools be established when needed."

This resolution, by vote, was laid upon the table.

"*Resolved*, 1st. That it is the sense of this convention that all laws or amendments to laws affecting provisions of charters comprehended under the Municipal Corporation Act, shall originate in cities working under such charter, or else provide keeping such charter intact by saving clauses. 2nd. That all provisions of such charters which have been repealed by such legislation be re-enacted."

This resolution was referred to the Committee on Municipal Legislation.

"WHEREAS, The present method of collecting taxes in two installments is a burden to the tax-payers, inasmuch as the method involves unnecessary expenses in the method of collection; and

WHEREAS, There is no gain to any but the wealthy tax-payers, as only they gain by placing the second installment of taxes with the banks for six months in place of paying it into the county or State treasury; and

WHEREAS, The school funds are so divided by the method of collecting taxes that boards of trustees cannot set the length of terms of school;

Therefore be it *resolved*, that we earnestly request the Legislature

to substitute the former method of collecting taxes for the present method."

The resolution was unanimously adopted.

The following resolutions were, by motion, laid upon the table:

"Resolved, That it is the sense of the County and City Superintendents in convention assembled, that the Constitution of the State be amended as to provide for a State Board of Examination, to the end that there may be a uniform standard for certificates upon examination.

Resolved, That we, as superintendents, oppose the attempt on the part of school boards to reduce teachers' salaries.

Resolved, That in order to meet the requirements of public school kindergartens, two grades of kindergarten certificates be authorized and required, as follows: 1st. An assistant's certificate valid for two years and not renewable, based upon the requirements for admission into California Normal Schools and one year's practice in a kindergarten training school of good standing. 2nd. A director's certificate valid for five years, and renewable at the discretion of boards of examination, to be issued to those who have held an assistant's certificate, who have had two years' practice in a training school as aforesaid, and who have had at least three years' successful experience in kindergarten teaching.

Resolved, That it is the judgment of this convention that Section 6 of Article IX. of the State Constitution should be so amended as to provide for the application of revenue derived from the State school fund to the support of kindergarten, primary, grammar and high schools."

W. H. V. Raymond, editor-in-chief State Series of Text Books, announced to the superintendents that the State Printer would, in a few days, be able to forward to them the county map of California, mounted and varnished. He also gave notice of the meeting of the Text Book Conference to be held in San Francisco, May 11th and 12th, 1894.

On motion of Supt. Armstrong, of San Luis Obispo, *The Overland Monthly* was recommended to county boards of education as a suitable periodical to be placed on the library lists of the different counties. Carried unanimously.

No further business appearing, the Biennial Convention adjourned at 12:20 P. M.

M. P. STONE, Secretary.

The following county and city superintendents were in attend-

ance: Amador, George F. Mack, Ione; Butte, G. H. Stout, Oroville; Contra Costa, W. A. Kirkwood, Martinez; Del Norte, Mrs. S. G. Wright, Crescent City; Fresno, Thomas J. Kirk, Fresno; Glenn, William M. Finch, Willows; Lake, Mrs. E. K. Harrington, Lakeport; Lassen, Mrs. M. P. Woodin, Bieber; Los Angeles, W. W. Seaman, Los Angeles; Marin, Robert Furlong, San Rafael; Mariposa, Mrs. William D. Egenhoff, Mariposa; Modoc, J. A. Vergon, Alturas; Mono, Cornelia Richards, Bridgeport; Monterey, Job Wood, Jr., Salinas; Nevada, W. J. Rogers, Nevada City; Plumas, Katie L. Mullen, La Porte; Riverside, Lyman Gregory, Riverside; Sacramento, B. F. Howard, Sacramento; San Benito, J. N. Thompson, Hollister; San Bernardino, G. W. Beattie, San Bernardino; San Diego, Harr Wagner, San Diego; San Francisco, Madison Babcock, San Francisco; San Luis Obispo, W. M. Armstrong, San Luis Obispo; San Mateo, J. F. Utter, Redwood City; Santa Barbara, G. E. Thurmond, Santa Barbara; Santa Clara, L. J. Chipman, San Jose; Santa Cruz, John W. Linscott, Santa Cruz; Shasta, Mrs. E. G. Logan, Redding; Sierra, T. J. McGrath, Saint Louis; Sutter, A. B. Coffey, Yuba City; Tulare, S. A. Crookshanks, Visalia; Ventura, Samuel T. Black, Ventura; Yuba, H. H. Folsom, Marysville; G. W. Frick, Alameda; Mrs. H. L. Wilson, Colusa; C. B. Wakefield, El Dorado; C. A. McCourt, Kings; W. K. Dillingham, Mendocino; Anna E. Dixon, Napa; J. P. Greeley, Orange; O. F. Seavey, Placer; George Banks, Yolo. City Superintendents of Schools—D. J. Sullivan, Alameda; Leroy D. Brown, Los Angeles; J. W. McClymonds, Oakland; O. W. Erlewine, Sacramento; Eugene De Burn, San Diego; Madison Babcock, San Francisco; F. P. Russell, San Jose; T. L. Heaton, Fresno; F. A. Molyneaux, Pomona; Eli F. Brown, Riverside; A. C. Barker, Salinas.

County Institutes.

SONOMA.—One of the most interesting and enthusiastic institutes of the year was the Sonoma County Teachers' Institute, held in Petaluma, April 30th to May 4th. An able and appropriate annual address was delivered by County Superintendent of Schools, Mrs. F. McG. Martin. Dr. E. A. Winship presented a number of educational themes in a masterly manner. Professor F. Slate, of the State University, delivered addresses on "Elements of Novelty and Wonder in Physical Science," and "Some Teachings of Professor Huxley." Professor M. W. Haskell, of the State University, treated the subjects of "Mathematics in Grammar Schools" and "Mathematics in High Schools," in a very practical way. Prof. A. E. Osborne, of the Glen

Ellen Home, delivered able discourses on "Education of the Feeble-Minded" and "Nervous and Mental Diseases of School Children." Professor Hafford, of Healdsburg College, delivered an evening lecture on "Our Boys and Girls." Prof. O. P. Jenkins, of Stanford University, favored the Institute with an instructive class recitation in "Nature Study." Prof. Melville B. Anderson, of Stanford, lectured on "English Literature." Will. S. Monroe addressed the Institute on Friday morning on the subject of "Lessons of the World's Fair Educational Exhibit." President Jordan lectured on Thursday evening, in the theater, and on Friday gave the teachers a practical talk. Many of the teachers of the county participated in the discussions, among them P. T. Tompkins, of the Santa Rosa High School; F. L. Burk, H. R. Bull, Lillie B. Bridgeman, Lizzie Edwards, F. A. Cromwell, W. S. Coffman, C. C. Swafford, A. C. Abshire, C. H. Nielson, W. J. Hamilton, Minnie A. Blake, Mabel C. Gould, Mrs. May E. Floyd, E. E. Hollopeter, Mrs. A. W. Jenks, Georgia Reed, Mrs. C. H. Butler, Louise Smythe, W. M. Gotwaldt, D. D. Davis, Will O. Hocker, C. Pool, Mrs. M. B. Williams, Angelina Chambaud, Mrs. D. H. McReynolds, Josephine Dows, Nellie B. Brown, Emma Hefty and Gertrude H. Mason.

CALAVERAS.—A profitable session of the Calaveras County Teachers' Institute was held in Murphy s, May 1st to 4th inclusive. County Superintendent Nuner presided ; E. M. Price and James M. Sinclair, Vice-Presidents; James Keith, Secretary; Misses Julia E. Dower and Maggie C. Fahey, Assistant Secretaries. Supt. Nuner delivered a cordial address of welcome to the teachers, which was warmly responded to by Principal Price, of West Point. P. M. Fisher, editor of the JOURNAL, lectured on "Patriotism," "Civil Government," "The Daily Program," "The Law of the Playground," and "Geography in the Primary Grades." State Superintendent Anderson was present during Thursday and Friday, and addressed the teachers on the subject of "School Law," and participated in the discussions on the general program. He also delivered a lecture Thursday evening on "The Public Schools of California," in which, by a resume of their history, he showed that our schools were never in a better condition than they are to-day, the discipline is of the best, teaching the most elevating, people willing to be taxed for the benefit of the schools, and progress generally is most rapid. Mrs. E. A. Wilson, of the Temescal Public School, read able and suggestive papers on "Sources of Power

in a Teacher," "Changes in Our Methods of Instruction" and "Language and Writing." Many of the members of the Institute took part in the exercises. Principal Price gave a practical illustration of his method of work in Industrial Drawing. E. F. Floyd addressed the teachers on the subject of "Preparation for Daily School Work." Ex-Superintendent Peachy was present on Friday and was introduced to the Institute by Superintendent Nuner. The evening sessions were enlivened by special literary and musical exercises, in which the teachers of the county and the ladies and citizens of Murphy's participated. During the closing session the Murphy's Brass Band rendered a number of pieces of music in a pleasing manner. Among the resolutions passed was the following:

Resolved., That we favor the training of the hand and mind together, using every available means for this end; that the introduction into class exercises of such familiar materials as sand, clay, *papier mache* and wood, and their manipulations for the purpose of illustration commends itself to our favor, because in it we recognize the beginning of manual training—a beginning that may be made even in the loosely graded and poorly equipped country schools.

The teachers of the Institute generously contributed the sum of \$22.75 for the relief of the pioneer educator, J. C. Pelton.

SISKIYOU.—We have received no report yet of the Siskiyou County Teachers' Institute, but the rich program prepared by Supt. Kennedy gave promise of a very interesting session. Prof. W. W. Anderson was Conductor, and many of Siskiyou's able and active teachers were on program for papers and discussions on live educational topics.

The Teacher.

THE FOLLOWING POEM WAS READ AT THE BENEFIT GIVEN TO THE PIONEER TEACHER, J. C. PEITON, IN SAN FRANCISCO MAY 26TH, 1894.

Who leads the world in its long upward way?
Who rules the world with sceptre still unknown?
Who above all should we devoutly own
As leader, and our gladdest tribute pay?
The sword no longer holds its iron sway;
The monarch in tradition sits alone;
The growth of man in a child's eyes is shown,
And whoso leads the child, leads us to-day;
Administrator of man's highest power,
His noblest art, his first prerogative,
And the most blessed joy in life—to give!—
Give the mind truth, as water to a flower.
So gives the teacher. Praise and tribute bring—
The teacher is the leader and the king.

—CHARLOTTE PERKINS STETSON.



NORMAL DEPARTMENT.

San Jose Department.

LEROY E. ARMSTRONG,
M. ARMEDA KAISER,
MYRTIE M. YOUNG,

Editor-in-Chief
Associate Editor
Business Manager

A short time ago the students had the pleasure of hearing four of Dr. Winship's most interesting talks. Many were in school when this prominent educator visited the Normal a few years ago, and all felt acquainted with him through his *School Journal*.

His visit was hailed with pleasure, and all who had the opportunity of hearing him profited by his talks.

He spoke enthusiastically of professionalizing teaching, and threw out many hints how this might be done by the coming teachers.

He emphasized the importance of real worth, and a great love for children in the teacher. Not "wish-washy," gushing love, but the love that will lead to a thorough study of the child. "Every teacher," he says, "should be thoroughly versed in 'peududics,' should be a thorough 'peududist.' "

His own enthusiasm inspired us to become more proficient in our work, especially along the line pedagogy, to be progressive, to pay special attention to scientific investigation.

Miss Lillian M. Julien, class of Dec. '88, who for the past three years has been teaching in the primary department of the Yreka school, is spending her vacation in this part of the State.

The Four Years' Course.

The long-felt need of having more time for the different departments of work in the Normal Schools of the State has at last been recognized.

At the meeting of the Joint Board of Trustees in April, it was

agreed to extend the course of study to four years, the new system to go into effect in September, '94.

None of the students enrolled in the school at the present time will be affected by the future plan. Classes will continue to graduate from the three years' course until January, '97.

At the beginning of the next fall term pupils who enter the lowest class will be subject to the new arrangements; but students graduated from High Schools on the accredited list of the State University, who enter at that time may be enrolled in the middle year of the present three years' course.

Hereafter, when the new course is fully established, graduates from such High Schools will be entered in the third year's work.

The addition of one year, or one hundred and sixty weeks, will give time for much more thorough and systematic work in the various subjects. No new studies will be introduced, but the work now designated as fifteen-minute work, and work done in the study hour, will be given a regular place in the program of recitations. Every department of instruction will also receive from ten to forty weeks' additional time.

This change will no doubt meet with the approval of those interested in educational work in the State, and particularly with the Normal students themselves, for none so well as they realize the need of more time for thorough and comprehensive work.

Los Angeles Department.

MISS BELLE COOPER	MR. ROY J. YOUNG,	MR. JOSEPH E. BRAND,	Editor-in-Chief.
MISS ORABEL CHILTON,		MISS MARY E. HALL,	
MISS HELEN VINYARD,			Assistants

In a few weeks more, the Seniors will, to use the common commencement language, "Embark Upon the Sea of Life." Graduation, with its customary joys and sorrows, is daily drawing nearer. The Middle Class students recently enjoyed a pleasant social evening together, games and merry conversation making the time pass only too quickly. For the remaining weeks of this term our chapel exercises will be held in the Gymnasium, for the workmen have taken possession of the old Assembly Hall in order to divide it into class-rooms, according to the plan adopted for the extension of our quarters.

When assembled for the last time in the old hall, the exercises were appropriate for the occasion, Will Carleton's "Good-bye to the Old Home" being read, while the sentiment expressed therein was re-echoed in every heart. Then "Auld Lang Syne" was sung by the pupils, as a parting tribute to the familiar room, which had become endeared to them by fond memories and associations.

Gymnasium Notes.

The members of the Senior Class are spending their leisure moments in planning and practicing original drills and movements for their Class Day Exercises. Owing to the Gymnasium now being used as an assembly hall, the conveniences are not so many as formerly; nevertheless, the gymnasium work is still carried on faithfully and cheerfully, and many are the pleasant moments spent in trying to establish a mean proportional between mental and physical exercises.

Pedagogical.

At the close of their study of Psychology, the Senior pupils were asked to write briefly on the subject: "Psychology as an Aid to the Teacher," or "How Psychology has Helped Me in Teaching," and below we give one of the papers prepared.

The students were unanimous in declaring that the study of psychology had helped them greatly in their practice teaching in the training school, and surely this statement, coming from a body of over eighty students, should have some weight with those who attempt to prepare themselves for the noble work of educating the young without including psychology in their necessary course of study.

True, much of this text-book knowledge might later be gained by experience, but should the pupils suffer in the meantime for the benefit of the teacher? However, so progressive are the people of this "*fin de siècle*" era, that no true educator now denies the great assistance that the study of psychology is to teachers, and our pupils but voice the general sentiment.

How Psychology Has Helped Me in Teaching.

In looking back over the time spent in the study of psychology, trying to realize fully the benefits received from it, I am filled

with wonder that anyone could attempt to teach without possessing some knowledge of this broad subject.

I fully believe that every teacher, however unworthy of his profession, practices its principles to a certain extent, but if he would spend even a short time in studying the most important psychological principles, he would reap immeasurable benefits therefrom.

One thing that has been impressed most firmly on my mind during our recent study, is the necessity of studying the individual child, in order to discover the content of his mind, and so arrange his work that he may derive every possible benefit from it. This is the only way to insure good results. As all have observed, to follow this method is not feasible; nevertheless, what appeals to one child may appeal in some measure to others, and it is the multitude which we class-teachers must reach through the individual.

Never before have I realized how much depends upon the arousing of interest. It is a well-known fact that a pupil learns a thing more readily, and retains it longer, if it arouses his interest, but every one does not know that without interest there can be no steady growth of knowledge.

Now, too, I see how hopelessly at fault was my old idea of memory. Formerly, I thought that to memorize a thing one must dwell upon that thing to the exclusion of all other ideas and think and say it over, again and again. Now, I see that if a thing is wisely associated, and its true meaning and worth discovered, it will remain in the mind without requiring any mental effort to keep it there.

It has been deeply impressed upon me how important is the physical development of the child. The teacher's mission is not simply to develop the mental activities, but also the moral and physical natures; we do not strive for a developed mind and a dwarfed body, but for a well-rounded, well-educated body and mind. Unless the body is strong and able to perform its part well, the mind cannot do its proper work, so the body must be carefully trained in order to secure the development of the mind.

Until lately the true meaning of discipline has been a mystery, and for practical purposes it still remains a mystery to many. Discipline does not mean the holding of an iron rod over a child so that he dare not move, and hardly dare think, but it means that we must sympathize with him, and let him see that we are interested in him and in his welfare, so that we may lead him to love his work, and not have

the idea that so many children hold, that school is either a playhouse or a prison.

The child should not be made to consider his teacher a ruler, but should be taught to look to him as a companion, a helpmeet, and a wise guide. The remedy for this wrong impression, so prevalent, lies in the teacher's personality. He must learn to come down to the child's level, or "to go up to it" is the better expression; whichever it may be, in imagination make yourself a child. Interest yourself in his interests, whatever they may be, and soon he will become interested in the work that you wish him to do. The schoolroom will become a bower of happiness, and the little ones will look forward eagerly to the day's work. If the teacher has energy, strength of character, and sympathy, he will arouse even the dullest children, and will cultivate a spirit of energy and enthusiasm in them, for few people can resist the awakening influence of a sunny, energetic person.

It is a very common belief that if the person himself knows a thing, he can teach it to others, but this is an erroneous idea. One may know a thing perfectly, but before being able to impart it to others, he must re-study it with this idea in view, and mentally form a chain of questions best suited to bring out the underlying points clearly and connectedly. Thus, to be a good teacher, implies that one must be a skillful questioner.

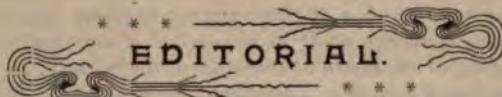
Questions should be asked not for the purpose of passing time, but for helping the child to discover the objective points. One rule for good questioning, that is being violated daily, nay, even hourly, is by the wording of a question so that the child may be enabled to guess the answer. This is one of the commonest faults among teachers, and an earnest effort should be made to overcome it.

Modern teachers think a great deal for the child, and he does little true thinking and reasoning for himself, yet thinking is the highest power we should endeavor to cultivate in children. If one sees the true meaning in psychological principles, and can apply them properly, he will not fall into this error, but will arrange his work so as to develop this important power of thought. Teachers must not be so anxious to economize time and labor for their pupils, for this course of action undoubtedly weakens rather than develops the minds of those entrusted to their care.

The principles which the teacher should put into constant practice are those of apperception—giving the new idea significance through, or by means of, the old. From personal observation and study,

have seen how little is fully perceived by children. If we teachers could lead them to see all that there is in a thing, much trouble would be avoided, for after perfect perception, the new points gather rapidly around their respective centers.

HELEN VINEYARD.



THE following proclamation has been issued by the Sons of the Revolution, in the State of California :

To the High School Scholars of the State of California, Greeting :

The Society, Sons of the Revolution, was instituted on Washington's Birthday, 1876, in the State of New York, and it now has a national organization modeled after the government of the United States.

The purposes of the Society are stated in our Constitution.

"The California Society, Sons of the Revolution, has been incorporated for the purposes of perpetuating among their descendants the memory of those brave men who periled their lives and fortunes in the War of the Revolution to wrest the American Colonies from British Dominion ; for the collection and preservation of manuscripts, records and documents relating to that contest for Independence ; for the inspiration among its members and their children of the patriotic spirit of their forefathers ; for the inculcation of a love of country and veneration for the principles which are the foundation of our National Unity, and the promotion of social intercourse and cordial fellowship among its members."

Its membership is composed of direct descendants of ancestors who, either as military, naval or marine officers, soldiers, sailors or marines, or officials, in the service of any one of the thirteen original Colonies or States, or of the National Government, assisted in establishing American Independence, during the War of the Revolution.

The societies in the Eastern States have erected monuments upon Revolutionary battlefields, placed bronze and marble tablets at places made historic by heroic deeds, and erected a beautiful bronze statue in the City of New York to the memory of Captain Nathan Hale, "the man who made the name of spy synonymous with martyr and patriot in the records of the War for Independence."

California contains no Revolutionary historic ground, but the Sons of the Revolution can erect a Monument to Loyalty and Patriotism in the hearts of her sons and daughters.

Now, therefore, as an incentive to research in American Patriotic History, and to give them a more intimate knowledge of the patriotism, devotion, heroism and sacrifices of our Forefathers, the California Society of the Sons of the Revolution offers them a silver medal as a first prize, and a bronze medal as a second prize, for the best original essays upon the subject, "Patrick Henry."

Competing essays must contain not less than 1,776 nor more than 1,894 words, type written on one side only of paper 8x10 inches, with 1½ inch margin at the left, signed by a nom-de-plume accompanied with a sealed envelope with the nom-de-plume on the outside, containing the writer's real name, address, school and a certificate from the Superintendent or Principal of the High School that the essay is original.

All essays must be sent by mail in a large or "legal" envelope to the Secretary of this Society before January 1, 1895. The examining committee will receive the essays, the Secretary retaining the envelopes containing the real names of the writers until the committee shall have reached a decision, when they will be opened at a meeting of the Board of Directors of the Society.

The prizes will be awarded at the annual meeting of the Society in Los Angeles on the anniversary of Washington's Birthday, 1895.

The Society hereby appoints the Superintendent, Principal and Teachers of each competing High School, a Committee of Review and Inspection, with authority to reject such essays as may not be worthy of a place in the competition, so that only meritorious essays be sent.

The prize medal is silver, the face being a fac simile of the Seal of the Society, and will have, on the reverse, an appropriate inscription with the winner's name. The second prize will be like the first, but in bronze. Both medals will be suspended by a silk ribbon in buff and blue, the Continental colors of the Society.

HOLDRIDGE OZRO COLLINS, President.

ARTHUR BURNETT BINTON, Secretary.

114 North Spring street, Los Angeles, California.

In a letter to Holdridge O. Collins, Esq., President California Society Sons of the Revolution, Superintendent Anderson states that the plan proposed for securing prize essays upon subjects relating to the War of the Revolution, meets his hearty approval, and he commends it to the principals and directors of our High Schools, believing that it will prove a source of both pleasure and profit, and a powerful means of cultivating a proper patriotic spirit on the part of our young people.

THE Editorial Congress, under the management of a committee of which Prof. Elmer E. Brown was the most active member, succeeded in bringing together such an array of local talent as has not met before in California. We were especially pleased to see how this talent compared with the representatives from east of the mountains. There was no clearer-headed speaker, with a more charming delivery than Professor Simmons, of the Boys' High School, San Francisco; no better evidence of real talent than was shown in the papers read by Misses Murphy, Schallenberger, Nicholson and others, in the Text Book section, conducted by W. H. V. Raymond, editor-in-chief of the State Series. Many of the veterans and the ambitious, able, younger men and women about the Bay were there. Swett, McChesney, Childs, Rattan,

Randall, Mann, Kleeberger, Morton, Kellogg, Babcock, Silas White, Holway, Linscott, Seavey, Chipman, Russell, Kirkwood, Hall, Sullivan and Keyes, Molyneaux, Seaman, Greeley, Beattie, Gregory, Wagner, Davidson, and Leroy D. Brown, a very strong contingent from the south, were there. Mrs. H. L. Wilson, of Colusa, already renominated for a second term, was an alert and appreciative listener. Manual training received a large share of consideration. The paper on the subject by Principal Herbert Miller, of the Stockton High School, was clear-sighted and broad. The address by President C. H. Keyes, of Throop Polytechnic Institute, was undoubtedly the strongest, most forcible, and genuinely eloquent yet delivered on Manual Training in this State. It was devoted mainly to the ethical side of the subject, and left little more to be said. Professor Scripture, of Yale, President Baker, of the Colorado State University, Supt. Search, of Pueblo, and Professor McMurray, of the Illinois State University, were on the program, and naturally aroused much attention. The Colorado men, in addition to ability, possess the further attraction of great stature, towering above their fellows, veritable Sauls in the camp. Supt. Search was the most noted figure, being the tallest man there. He received special attention because of the "Pueblo System," so called, of which he is the author and sponsor. The record of proceedings and addresses will appear in a special volume if the number of subscriptions will warrant. Should this fail, the JOURNAL will endeavor to present to its readers some of the best papers.

HIGH SCHOOL DECISION.—The recent decision of the Supreme Court in the case of citizen McCabe vs. Carpenter, Tax Collector of Contra Costa County, is of unusual interest to friends of the high school. McCabe paid his high school tax under protest, and brought action in the Superior Court to recover. The case went against him, and an appeal was taken on the constitutionality of the Act of March 20th, 1891. The decision of the lower Court was reversed, the point involved being found in the following language of the Act: "An annual tax shall be levied by the authorities whose duty it is to levy taxes in counties, cities, and incorporated towns, the amount of said tax being estimated by the County Superintendent of Schools, and by him certified to the proper authorities, on or before the second Monday of September of each year. And it shall be the duty of such authorities to levy such rate as will produce the amount estimated to be necessary for such purpose." The opinion, which was signed by Judges

Van Fleet, Garroute and Harrison, and was to the effect that the Act confers power upon an executive officer that properly belongs to the legislative department; that the duty of the Supervisors under the Act is simply a clerical one, no discretion, and therefore no power, being given them to change the estimate made by the Superintendent. The Act is therefore unconstitutional. Under the general law the Superintendent makes the estimate to the Supervisors of the amount of County School Fund required, but the Legislature fixes a minimum, and the Supervisors have the power to fix the levy above this minimum. The Act of 1891 no longer governs, being superseded by the Act of 1893.

EXTENSIVE preparations are being made to assure a grand success for the N. E. A. meeting at Asbury Park, N. J., July 6th to 13th. An official bulletin containing complete programs of the General Association and its ten departments will be sent to any one upon application to S. Sherin, Secretary of the Local Executive Committee, Asbury Park, N. J. Many of our teachers who did not go to the World's Fair last vacation on account of the high railway rates prevailing, will no doubt take advantage of the half fare rates which the N. E. A. Committee has secured this year. The inspiration of an attendance upon these meetings and the information received are leading factors in fitting hundreds of teachers to achieve success in their profession.

WE devote much of this number to the report of the Biennial Session of the Superintendents. The meeting was as harmonious as could have been desired. State Superintendent Anderson and Vice-President Job Wood presided with the utmost fairness and courtesy. The law had undergone such thorough revision at the Legislature of 1893 that little was left to be done. Nevertheless, some desirable amendments to the High School law were suggested, and a few to other portions of the Code. The attendance at this season of the year was very gratifying. Resolutions complimentary to Superintendent Anderson, as chairman, and to his management of the State office, were very properly adopted.

SUBSCRIPTIONS to the "Pelton Fund" for the relief of the pioneer educator will be received by the JOURNAL. Address, "Pelton Fund," Central Bank Building, Oakland, Ca'.



JUNE, 1894.

J. W. ANDERSON - - - - Superintendent of Public Instruction.
 A. B. ANDERSON - - - - Deputy Superintendent of Public Instruction.

[State Supt. Anderson has prepared no report for this department of the JOURNAL this month.—ED.]

DR. WINSHIP, writing of the relations between the public schools of California and the universities, says: "At Petaluma, in the third largest institute in the State, President Jordan and two professors each from Stanford and Berkeley were among the instructors, each taking an active and sympathetic part in the work of the week. It would make a Massachusetts community open its eyes to have a teachers' gathering, lasting a week, with five professors from Harvard, Clark, Amherst, Williams, especially when no one was cynical, but in a dead-in-earnest spirit talked about the best way to teach mathematics, language and literature, natural science, physics, civics and history. These men go for a merely nominal price—go because they think the universities owe this much at least to the public schools. There is no try-to-make-it-pay element in the work of these professors, but that it does pay is evident from the fact that in the four years since the college men began to serve the schools in this way the students in these two universities are 2,000 as against 400 four years ago. Nor is this all."

B. R. Foss, ex-Supt. of Schools, Plumas county, who was recently extradited from Hawaii, whither he had fled over a year ago, has been found guilty of embezzling funds belonging to the county. The verdict of the Plumas county jury is an emphatic warning to officials who may be tempted to make use of public money.

The Journal Midwinter Fair Series of Sketches of California Teachers and Schools.

KARL HENRICH was born December 9, 1851, in Langgoens, Grand Duchy of Hesse-Darmstadt, and was admitted to the Teachers' Seminary at Friedberg, April, 1868. He was graduated therefrom in April, 1870, having been admitted to the Middle Class, thereby finishing the course in two years. He taught public school from May, 1870, to September, 1873, when he emigrated to America. From January, 1873, to February 1879, he was organist of a German church, and teacher of a German-American private school in Brooklyn, N. Y. He then came to California, and taught music in San Francisco until December, 1879, when he went to Sacramento, to take charge of a German-American school, and was also organist of the German Lutheran Church. In 1885 he went to Red Bluff, where he passed the Teachers' Examination, receiving

KARL HENRICH.

a Primary Certificate. He taught in a country school of Tehama county, and in June, 1886, obtained a Grammar Grade Certificate, making 94 per cent., and standing second in a class of fifty-three. He taught Music and Language one term in Red Bluff Academy, and also one term in Orland College. Since September, 1889, he has been in charge of the public school in Germantown. He has served one term as member of the County Board of Education, and holds a Glenn County High School Certificate, and State Life Diploma.

WILL O. HOCKER, Principal of Bodega Public School, is a native of Petaluma, and received his education in the public schools of Santa Rosa and Mendocino counties, Cal. He was graduated from the Santa Rosa High School in 1888, and attended the Select Normal School in





WILL O. HCKER.

An attack of erysipelas, which finally settled in his eyes, robbed him of school privileges until his eleventh year. He then attended various schools, and received instruction from private tutors. Later he was admitted to Eldersridge Academy, and to Mount Union College, O., and was graduated from the latter institution in 1876, in the same class with P. M. Fisher and A. Megahan, of Oakland, Cal. Mr. Frederick has followed the profession of teaching for many years, serving as Superintendent of Schools in Preston county, West Virginia; as Principal of St. George Academy, in the same State; also in charge of an academy in North Carolina. In 1888 he resigned the principalship of a school in Arkansas, and came

the same place afterwards, working evenings, mornings and Saturdays, to pay expenses. In 1890 he was granted a Sonoma County Grammar Grade Certificate, and he has since been successfully engaged in teaching in that county. Mr. Hocker was married in July, 1893, to Miss Lena Cluver, one of Marin county's successful candidates.

AARON W. FREDERICK, Lodge, Fresno county, California, was born in Westmoreland county, Pennsylvania, near the mouth of the picturesque Chartier's Creek. There he spent his childhood and boyhood days, his early education having been acquired at home under the instruction of his pious parents.



AARON W. FREDERICK.



MISS ELEANOR F. ABBE,
Teacher Brown's Valley School, Corralitos, Cal.

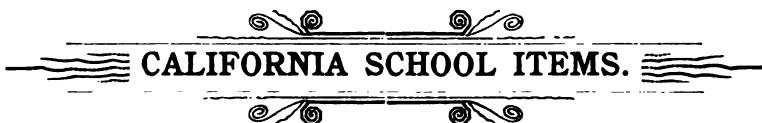
to California, where he has since made his home. He was admitted to the bar in 1880, but has never practiced. As a teacher Mr. Frederick has been content to remain unknown, although he has a profound belief that there is no nobler calling on earth. He is quietly doing intelligent, conscientious and effective work in the humbler schools of our State, as are hundreds of our most earnest teachers, unknown to educational fame. During a portion of the summer months he lives on his small farm, high up on the Sierras, alone with his books, as did Thoreau on the banks of Walden Pond. Here he finds much pleasure in the poetry of half a dozen languages, which he reads with delight. He has written many poetic gems himself, and although no volume of his poems has ever been published, his productions have been scattered through the pages of many periodicals. Some of these poems, suggested by his life in the schoolroom, have appeared in the JOURNAL.

SAMUEL CORNELL is a native of New York. In his early life he worked on his father's farm, and attended the district schools. He also received an academic education in the Dundee Academy, at his own expense. At the age of 21 his father, for good and faithful services, gave him \$500, and set him free, at which time he commenced teaching. He had charge of the public school of Dundee, serving successfully five years as principal, after which he became cashier of the Dundee Bank, at times having the entire management, and giving full satisfaction to his employer. He left this position to take the



SAMUEL CORNELL.

principalship of the Preparatory Department of the Penn Yan Academy, from which he was promoted to the Professorship of Mathematics, doing faithful and effective service for five years. He resigned this position to accept the professorship of the Mathematical and Natural Science Department of the Military Academy in Cheshire, Connecticut. The ability and energy which marked his work in former positions soon made of his department here a model one. The desire to "Go West" having seized Mr. Cornell, he resigned, and came to California, where he has ever since been ardently engaged in public school work. As principal of the San Pablo school, for five years, he did some remarkably good work, bringing his school up to a high standard of efficiency. His self-devotion to the interests of his school, and his indefatigable energy gained for him here an enviable reputation. Since leaving San Pablo he has taught in various parts of the State, with uniform success. During two years he served as principal of the Suisun High School. Mr. Cornell holds New York and California State Life Diplomas; also Grammar and High School Certificates of several counties of this State.



CALIFORNIA SCHOOL ITEMS.

PRINCIPAL J. H. Pond, of the Sacramento High School, and his wife were nearly killed in a runaway accident while taking a drive several weeks ago.

OUR flag will soon wave over every school-house in California. Numerous flag-raisings have occurred recently; among them we note the interesting exercises prepared and given by the Hawkinsville school, I. N. Matlick, principal.

SUPT. W. M. FINCH, of Glenn county, attended the Biennial Convention of Superintendents at Sacramento, May 9th, with his bride, formerly Miss Anna Latimer, a teacher at Newville. He was no doubt the happiest man there. The JOURNAL extends its best wishes.

THOMAS W. STANFORD, of Melbourne, Australia, has a private gallery of 600 paintings, some of them valuable works of the

masters. This gallery he intends to transfer to Stanford University. He has also presented the University with one of the latest and best microscopes, of English manufacture.

A MOVEMENT is on foot to erect a memorial window in the little church at Wrights, in honor of Prof. Henry Norton, an announcement that every one who had the honor of knowing him will delight to hear. There are hundreds of young men and women in this State who owe to him their first aspirations for mental or moral excellence.

THE Academy of Sciences, San Francisco, has had an admirable series of free lectures delivered during the progress of the Midwinter Fair. These lectures have been given in the Academy Hall on Market street. Among the lecturers were Dr. O. P. Jenkins, Prof. Barnard, Dr. Branner, Prof. Gilbert, Dr. Gustav Eisen, Prof. Chas. A. Keeler and W. L. Watts.

THE California Dairymen's Association will endeavor to secure a liberal appropriation from the next Legislature, for the purpose of founding and maintaining a State dairy school. Prof. J. P. Roberts, of the experimental station at Cornell College, attended a late meeting of the Dairymen's Union in San Francisco, and outlined the plan in vogue at Cornell.

THE degree of Bachelor of Arts was conferred upon forty-six candidates on Commencement day at Stanford University this year, an increase over last year of some sixteen. The members of the class of '94 are the last to graduate who have not spent their Freshmen year in Stanford, and from next year on the students who are graduated may be distinctly called representative Stanford students. The class of '95 numbers almost 300 members, and most of these will finish their work next year.

THE new Fresno High School building is to be a two-story brick, with a 10-foot basement and a partially finished attic, and will have a frontage of 153 feet and be 117 feet deep. The exterior of the building will be in what is known as the Romanesque style of architecture. It will be finished in red brick and terra cotta trimmings. A tower, which is twenty feet square, and rises from the front part of the building, will extend about nine feet in the air. The building will have three entrances, one in the front and two in the rear. The main entrance is to be in the shape of a semi-circular arch, supported on columns, and leading to a vestibule with the entrance proper located at its end.

THE Stockton *Independent* has the following : "At the educational congress last week one who has had unusual opportunities for observation said that the three centers of educational activity in the common schools of California to-day are Oakland, Stockton and Santa Rosa. Many changes have taken place in educational matters in Stockton during the last two years, putting her well abreast of the new education. This term means simply this : The endeavor to realize Stanley Hall's definition of education, perhaps the most complete ever given, as 'the science of human nature and the right development of it.' In accordance with this conception the intellectual capacity of the child is studied, and that mental food, and that only, is given which it can easily and advantageously digest."

DR. E. A. WINSHIP, of the *N. E. Journal*, has the following complimentary notice of the work of Professors Brown and Barnes: "Professionally California is making rapid strides. There may be good schools, first-class instruction and wide-awake teachers without attaining a professional spirit. Earl Barnes, at Stanford, and Elmer E. Brown, at Berkeley, have done more to face the teaching of the State toward a profession than has ever been done by any other two Americans for any section of our country. Stanley Hall, whose disciple Professor Barnes acknowledges himself to be, has done more toward professionalizing teaching as a whole than any other man, but his professional spirit sadly lacks materialization. It is of inestimable value to the cause, that the schools and teachers of California are so closely allied to the universities."

OUR LIBRARY TABLE.

MAGAZINES.

THE articles in the June number of the *Atlantic Monthly*, which will attract the most attention are "Hamburg's New Sanitary Impulse," "American Railways and American Cities," and "The Scope of the Normal School," by M. V. O'Shea, of the State Normal School at Mankato, Minnesota. This very able paper tells the history of the Normal School in this country, and shows its relations to the schools, comparing its method with those of the chief European countries, and describing what the colleges and universities have done in the direction of courses for teachers.

Godey's Magazine for May is attractive inside and out. It is profusely illustrated and the departments are more complete and better than ever.

The *North American Review* for May has two timely articles on "The Way

to Regulate Liquor Selling." The first by Governor Tillman of South Carolina is in the nature of a defense of his conduct during the recent liquor riots in that State, and is entitled "Our Whiskey Rebellion." The second, which deals with "Successful Public-House Reform," is by the Right Rev. Francis John Jayne, Bishop of Chester, who is well known in England as one of the leading advocates of the Gothenburg system.

Our Home for June, contains an important article on "Maximilian and Mexico," Frances Hodgson Burnett, with her wonderful power of depicting child-life, writes of a touching charity—"The Invalid Children's Aid Association." "The Dog," the first of a series of articles on "The Domestic Animals," by Prof. N. S. Shaler, with illustrations by eminent artists of animal life, appears in this number. Some of the best known of American game fishes are described by Dr. Leroy M. Yale, or angler of much experience.

The Standard Month's for June, is full of interesting material, and the success of the new editor seems to be clearly demonstrated.

Holiday Young People is one of our best juvenile periodicals, and each number is full weighted with budgets of delightfully instructive matter for our boys and girls to read.

The *Pure Country* presents a very attractive table of contents to its vast multitude of readers. The wonder seems to grow, that this magazine can be maintained at its high standard at the low price of \$1.50 per year. Teachers may subscribe to it and the *Journal*, at any time, receiving both for one year, at \$2.50.

BOOKS.

First Steps in Algebra, by G. A. Wentworth, A. M., is written for pupils in the first grades of common schools, and the author has been assisted in its preparation by one of the few grammar masters who have had experience in teaching Algebra in the grades. There is a considerable number of problems given to study and solve. By this means the learner is left to exercise his reasoning power, and to develop the methods of Algebra, require a strictly logical process, and a systematic procedure.

Miss Mary F. Huntington, Detroit, Mich., have published the first and second volumes of *Young Readers*. The stories are short and graphically illustrated. Miss Huntington's authorship of the other books seems to be established beyond question. At any rate the books he has given us are most interesting, making up a series of stories suitable for children in the middle reader class.

A report has recently been called in this department of the JOURNAL to determine the value of the *Elementary Rules* of the largest work on the subject ever published, *Algebra*, by S. C. Dobson, and the agents to whom it is sold. It is a work of great value.

Practical School Arithmetic, by W. S. Franklin, of General Mills, is a work of great value. It is a well-illustrated book, and is designed to meet the needs of the school teacher. The work is simple, and the author has done a good service in presenting this problem.

THE Cumulative Method, French Reader, illustrated, is published by the American Book Co. This book is intended as a first reader, for children who are learning French. The style is simple and intelligible, and Professor Dreysspring, the author, has succeeded admirably in bringing out the grammatical features in a way to pave the road to a thorough knowledge of the French language.

WILLIAM R. JENKINS, New York, has published: "Contes de Balzac," edited with introduction and notes, by George McLean Harper, Ph. D., Princeton University, and Louis Eugene Livingood, A. B., formerly Instructor in French and German in Princeton University. 12 mo., cloth, 221 pages, \$1. The stories selected are representative both of Balzac's style and of the scope of "La Comédie Humaine;" also "Short Selections for Translating English into French," by Paul Bercy, B.L.L.D., author of "Livre de Enfants," etc., etc. 12 mo, cloth, 75 cents. These selections are so arranged that the study is progressive, and each exercise is succeeded by explanatory and grammatical notes. At the end of the volume are a few examination papers bearing upon the subject, and used recently at various colleges; and "Le Francais par la Conversation, by Chas. P. DuCroquet, author of "College Preparatory French Grammar," etc. 12 mo, cloth, 186 pages, 30 illustrations, \$1. This work will be found of great help toward enabling the student to converse fluently in French. At the end of the volume is a collection of familiar French songs, arranged to music.

Business Notices.

A. MEGAHAN, 805 Madison street, Oakland, Cal., is the Manager of the California League Teachers' Bureau. This is a State branch of the National League of State Teachers' Bureaus. Frank E. Plummer, general manager, Des Moines, Iowa. By registering in this State branch you are registered without other charge through the National League in every State in the Union. This is a wonderfully far-reaching and successful organization for teachers. The associated State paper, known as *The National Teacher and School Board Journal*, back of the League, increases its power for placing teachers. You can join the Bureau and secure the *Journal* for one fee. Write them as above.

THE question of most serious moment in connection with the Midwinter Fair is, "How can we all get there?" This is easily answered. The Southern Pacific Company has made for this special occasion the most liberal rates ever offered for the benefit of the public, and placed within easy reach of every person on the Pacific Coast not only a visit to San Francisco and the Fair, but the chance of a lifetime to visit the many other attractions of California. It may be a long time before another such opportunity as this is afforded.

Any information, either in relation to the Fair or California in general, may be obtained by calling on or addressing local agents or T. H. Goodman, General Passenger Agent, San Francisco.

Patriotism.

[The following patriotic poem for class recitation was composed by Mrs. Emily S. Loud, of San Francisco. It has met with such favor that we are pleased to be able to publish it for the benefit of our teachers and pupils. Copyright reserved by the author.]

When our country stood in danger,
 From proud England's stern demand,
 Hands to gun and sword a stranger,
 Armed to save their homes and land;
 Shouldered muskets—loaded cannon—
 Lighted bonfires—rang the bells;
 While o'er mountain top and canyon
 Liberty's grand anthem swelled;
 Flags were waving—guns were booming—
 Every heart with fervor thrilled.

Yesternight I heard a whisper :
 "Patriotism's dying out;
 Strife for wealth, for fame, for power,
 Stills fair Freedom's ringing shout."
 Sad my heart at this low murmur,
 For I seemed to read above,
 "He who has no love for country,
 Soon shall have no home to love."

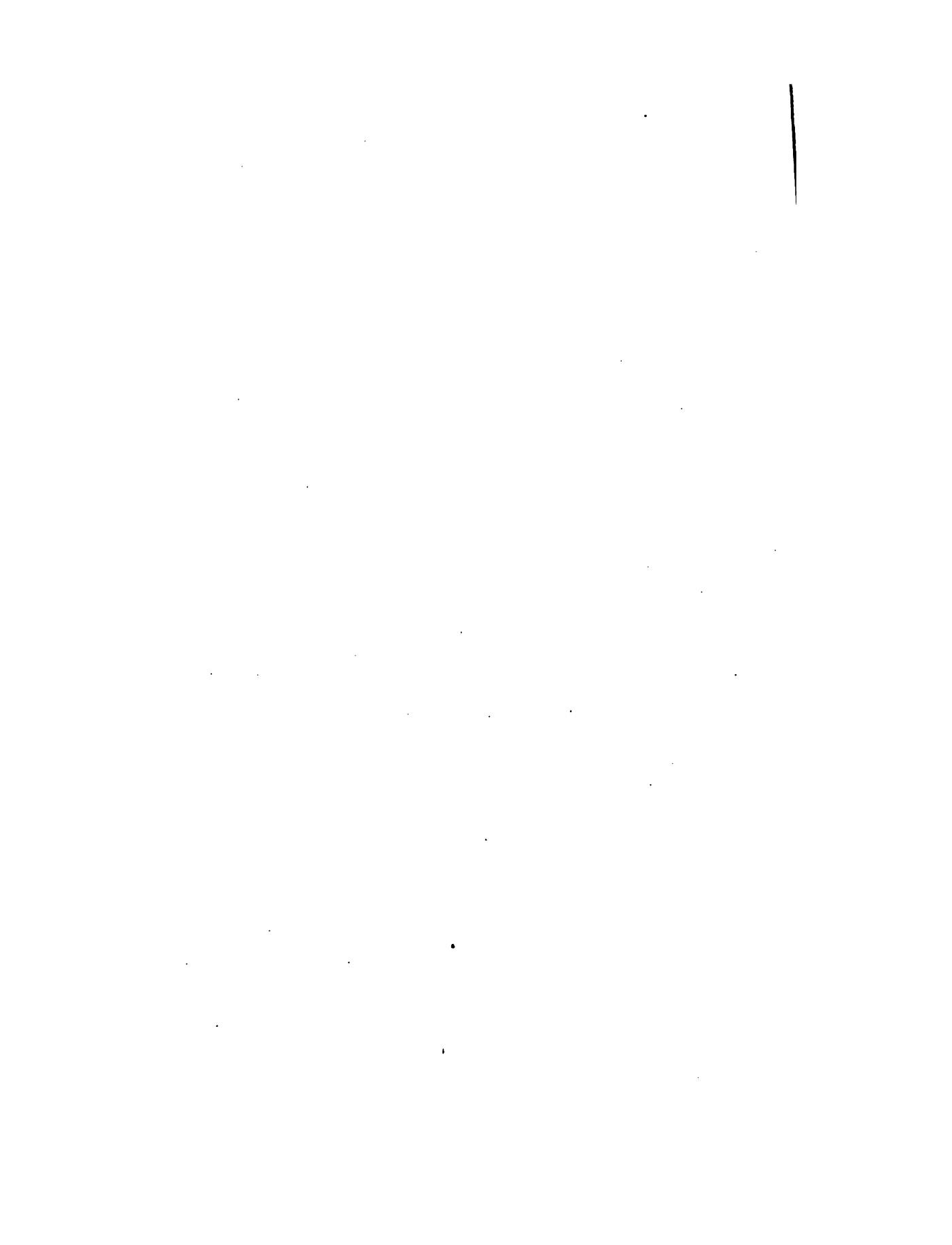
Hardly had the echo faded,
 Of these strangely solemn words,
 Ere a joyous shout came ringing
 O'er Sierra's pine-clad hills;
 "Come and help us ring the joy-bells
 Of our Freedom's natal day!"

Rolled the burden from my spirit ;
 Hill and vale caught up the strain ;
 Everywhere through our vast country,
 Rose to Heaven the glad refrain,
 Patriotism *lives* to-day !

In the hearts of our young children,
 In their lives of promise true,
 Ne'er shall greed of power or riches
 Dim that word forever new.

MRS. EMILY F. LOUD, S. F., CAL.

If I was worth \$2,000,000 and could devote my life to whatever I most enjoyed, I would not care to exchange my present position or present work for any other of which I know.—PROF. EARL BARNES.





BENICIA PUBLIC SCHOOL

THE
PACIFIC EDUCATIONAL JOURNAL.

Official Organ of the Department of Public Instruction of California.

VOL. X.

JULY, 1894.

No. 7.

CURRENT EDUCATIONAL THOUGHT.



THERE is something more important than facts, viz: the relation of facts.—NICHOLAS MURRAY BUTLER, New York.

WHAT we want is a race of teachers acquainted with the philosophy of mind—gifted men and women who shall respect human nature in the child, and strive to touch and gently bring out its best powers and sympathies, and who shall devote themselves to this as the great end of life.—DR. CHANNING.

HOWEVER well endowed a teacher may be in respect to instruction or intelligence, he will always be inferior to a teacher who to the same personal qualities adds that which gives power, assurance and decision—the reflective knowledge of the natural laws for the development of the intelligence.—COMPAYRE.

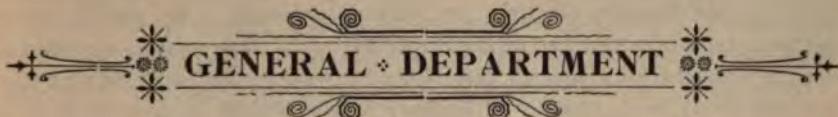
IF the prevalent theory of education is a low one, it is because the prevalent theory of life is low: The marvelous progress in material things in recent times, the establishment and management of great business enterprises, and the rapid accumulation of great fortunes, have produced their effect upon all the departments of human thoughts and action. Our social life, our politics, our literature, our philosophy, our theology, as well as our education, have felt their influence. The spirit of the age is incarnated in trade, in machinery, in money-getting. "Will it pay?" is the criterion applied to everything from the glories of the evening sunset to truth and righteousness. What wonder, then, that men have come to estimate the value of an education by the ease with which it may be converted into stocks and bonds.—E. W. COY, Cincinnati.

A man can do more good by helping children to be taught well than he can by commanding an army.—GENERAL SLOCUM.

WHATEVER form or plan or method of conducting the institute be devised, let it not be forgotten to have the outlook toward the broadening of the teachers by living contact with living thoughts in living minds. Let it be continually kept in mind that the natural tendency of the teacher is toward intensiveness and narrowness. The isolating environment of locality and schoolroom, the continual coming in contact with immature minds, are elements that in their tendency produce narrowness and empiricism.—PRINCIPAL J. M. MILNE, State Normal, New York.

MOST of us have been religiously trained to distinguish sharply between the sacred and the secular portions of our conduct, and to place political and social affairs in the secular class. This teaching was wrong and has produced most unfortunate results. We have derived from it the habit of thinking that as care for public concerns is merely secular, it is hardly a duty at all, and may as well be neglected as not. Equally common and equally pernicious is the thought that the existence of human beings on this earth has meaning only in view of a higher form of existence to come after death. It certainly ennobles our conception of human nature to think of it as destined for a fuller being than is possible here; but it is extremely misleading to regard men's earthly experience as destitute of value on its own account. Viewing it so, we inevitably come to consider it as of little importance how the affairs of this world go on. Is not an unselfish life here and now as beautiful a thing as any other sphere of existence will ever offer? And so of society: If we can bring it to something like ideal perfection right here on this actual earth, will not the heaven thus begun have a valuable character of its own?—PRES. ANDREWS, Brown University.

PRACTICAL education is not the knowledge of crafts, trades and professions. It is not that which confers skill in the use of this or that instrument; it confers upon man the right understanding and ready use of himself. That is a practical education, worthy of the name, which enables a person to maintain bodily health, strength and comeliness; to command his own muscles and nerves; to employ his organs of sense with accuracy and effect; to adapt himself to outward physical conditions; to subdue unruly appetites; to compel the material world to yield most benefit at least expense.—W. H. VENABLE, D.



GENERAL DEPARTMENT

Educational Journalism in California.

BY AGNES STOWELL.

I. THE CALIFORNIA TEACHER, JULY, 1863, TO JULY, 1876. I. JULY, 1863, TO 1868.

At the State Teachers' Institute, May, 1863, it was voted to begin the publication of a monthly educational journal. As the result of this action by the State Teachers' Institute, *The California Teacher*, a Journal of School and Home Education, and Organ of the Department of Public Instruction, issued its first number in July, 1863.

Although in its Introductory it speaks of remembering having had a previous state of existence in *The Bookseller*, a monthly journal of literature and education, which was published during the year 1860, yet we may consider *The California Teacher* as being the first distinctively pedagogical journal published on this Coast.

The resident editors were John Swett, Samuel I. C. Swezey and George Tait. The first two mentioned were elected managing editors by the State Teachers' Institute at the meeting in May. Among the contributing editors we notice the names of J. C. Pelton, of San Francisco, D. C. Stone, of Marysville, and J. B. McChesney, of Nevada county.

While *The California Teacher* from the first styles itself "the organ of the Department of Public Instruction," it was not officially made so until 1865.

"In 1863-64 a law was passed, authorizing County Superintendents to subscribe for a number of copies at a dollar a copy, to supply each Board of School Trustees with one copy. In 1864-65, a provision was made in the Revised School Law, authorizing the State Board of Education to subscribe for a number of copies, sufficient to supply the clerk of each Board of Trustees and each school library with a copy of some educational journal, with subscription payable out of the State School Fund.

"This provision placed the journal on a paying basis.

"After the first year the State Educational Society assumed the control of *The Teacher*, electing its editors annually. By the Revised School Law of 1865 the State Superintendent was made, *ex-officio*, one of the editors. Messrs. Swett and Swezey continued to edit the journal until July, 1868." ("History of the Public School System of California," by John Swett.)

Any one not knowing the resident editors would really feel surprised at the excellence of those first volumes, issued at a time when "professional" teachers were few and far between on this Coast. It needed just the pluck, culture and philanthropy that was possessed by those pioneer editors to make a success of the enterprise. They naively tell us some few months later, after the affair had a chance to mature into a joke, that at the end of the first year there was a minus balance of \$76.90, which was divided equally among the three resident editors "as a penalty for editorial amusements."

The following teachers were among the contributors to the first five volumes: Bernard Marks, Laura T. Fowler, Prof. Martin Kellogg, George W. Minns, E. Knowlton, William Swinton, John S. Hittell, J. C. Pelton, Ralph Keeler, Charles Russell Clark, Volney Rittan.

Among the leading articles were: "Waste in the Schoolroom," Bernard Marks; "Study of the Classics in Schools," Martin Kellogg; "A Letter from Zekiel Stebbins," George W. Minns; "The Bible in the Public Schools," John Swett; "The Eldest Scholar," Ralph Keeler; "Defects in our School System," John S. Hittell; "Teaching to Think," Martin Kellogg; "Reverence for Children," Martin Kellogg.

In addition to the many excellent articles contributed, we can see that Swett's trenchant pen played no small part. Swett planned broadly and wrote fearlessly. In an account of the schools of San Luis Obispo, 1865, he says: "Not much can be said in commendation of the school in the dilapidated town of San Luis Obispo. The school is held in a little office, fifteen by twenty feet, in which are crowded from fifteen to twenty children, as the irregular attendance may be. This schoolhouse contains one double-sided desk, twelve feet long, with two long benches without backs. A part of the children sit on a dozen empty claret boxes, turned up edgewise. This house has been rented for two or three years past, a part of the time at twenty dollars a month, and now at fifteen dollars per month--rates of rent which would be high on a business street in San Francisco. A better house could be built for two hundred and fifty dollars. Somebody evidently

makes a good thing out of that house. During the past eight months it has cost the Trustees twelve to seventy-five dollars for "books and stationery" supplied to the school. Either the prices of books and stationery are high, or school consumption enormous." (*California Teacher*, vol. 2, p. 277.)

Teachers were urged to subscribe for educational journals. We read: "*The American Journal of Education* (Barnard's) for June has come to hand full of choice articles which nobody in this State reads because the *Journal* costs \$3.00 in greenbacks or \$1.20 in hard cash." (*The California Teacher*, September, 1864.)

While in the first five volumes there are a few concessions to some one's demand for trash—such as publishing rolls of honor for country schools and the like—yet California has reason to be proud of the well-printed, indexed, vigorous numbers, which must have been a great inspiration to the real teachers of that time.

2. JULY 1868, TO 1872.

In July, 1868, State Superintendent Fitzgerald and A. L. Fitzgerald were elected editors, assisted by the following contributing editors, elected at different times by the State Educational Society: Miss Clara G. Dolliver, Mrs. Aurelia Griffith, Dr. E. S. Carr, Prof. W. J. G. Williams, Miss Laura T. Fowler, Ebenezer Knowlton and H. P. Carlton. The subscription price was changed from \$1.50 to \$2.00, "payable invariably in advance."

Among the contributors we notice the names of John LeConte, E. R. Sill, H. C. Kinne and Bernard Marks. The latter wrote an article called "Normal Tract on Fractions," which gave rise to a discussion between himself and a Mr. Holder, which contained many "spicy side hits," as the editor indulgently calls them.

Various extended accounts were given of local Institutes, accounts which need to be read to be appreciated, of Institutes in which the feminine voice was silent save only in an occasional "Paper by a Lady." In one number, however, we read: "The lady teachers participated in the discussion, and certainly there was no sacrifice of modesty or good taste on their part in so doing."

Of great interest, historically speaking, was the series of "Object Lessons for Small Children," as it showed the form that that "fad" took in California. I quote from a "Model Lesson" for the Seventh and Eighth grades:

"Here is a piece of what?" "Lead." "Take it in your hand,

and tell me all about it." "It is heavy, solid and opaque." "Can you bend it?" "Yes; it is pliable. It melts, too, very easily." "Why is that?" "Because it is fusible," etc., etc.

3. JULY, 1872, TO JULY, 1876.

"In 1872 the State Society elected John Swett associate editor with State Superintendent Bolander; and in the year following the journal was taken out of the hands of the State Society and its entire control was assumed by Superintendent Bolander.

"At this time the State subscription amounted to \$4000.00 a year.

"In 1876 the Legislature cut off the State subscription, which ended the publication of *The California Teacher*." ("History of the Public School System of California.")

In these last volumes we notice several valuable translations by Mrs. Lane, interesting matter on the Kindergarten and some scientific articles. While these years present to us much readable matter, yet the scissors seems to have played a more important part in their make-up than the pen.

II. THE PACIFIC SCHOOL AND HOME JOURNAL, 1877-1887.

The Pacific School and Home Journal published its first number March, 1877, its last number some ten years later.

Albert Lyser was its sole editor and proprietor until October, 1886, when F. H. Hackett's name appears as joint editor.

While the title page of the first volume announces it to be the organ of the State Board of Education, it was not even put on the list of library books till October, 1877, and it was not made the official organ till December, 1879. It continued as the official organ until July, 1883, when it lost not only official patronage but the conclusion to "Romar, King of Norway—A Tragedy," by Adair Welcker.

Among the contributors were George W. Minns, C. M. Drake, Volney Rattan, J. B. McChesney, John Swett, Charles H. Shinn, Agnes M. Manning, Irene Hardy, E. Knowlton, H. N. Bolander, Rev. Thomas Guard, A. L. Mann, Mrs. Kraus-Boelte, John Muir, Jennie C. Carr, Miss Kate Smith Wiggin, Professor Hilgard, Laura T. Fowler, Hamilton Wallace, Henry B. Norton, Sarah B. Cooper, Henry Senger, John LeConte, Mrs. Kate B. Fisher, E. R. Sill, Emily Tracy Swett, Miss Emma Marwedel, Josiah Keep, Mrs. M. H. Field, Albert S. Cook.

III. THE CALIFORNIA TEACHER AND HOME JOURNAL,
1883-1887.

The publication of *The California Teacher and Home Journal* was begun February, 1883, and was continued until February, 1887. It was made the official journal July, 1883.

We notice *some* really good articles in this journal: "The School, the College and the University," by Prof. John LeConte; a series of letters written from Europe by Hon. C. A. Sumner, and articles by John Manning and H. C. Kinne. There was also a department for the University of California, which was under the able editorship of Prof. Frank Soule.

Among some of the other contributions we notice "A Voyage With Death;" "Romer, King of Norway—A Tragedy;" "Flavia—A Drama," all by Adair Welcker. One may also read with interest "Out of Death's Shadow," which cannot fail in being of equal pedagogical interest with "Professor Choctaw Iago's" productions, which appear in several numbers.

IV. THE PACIFIC EDUCATIONAL JOURNAL.

I. JULY, 1887, TO AUGUST, 1891.

THE PACIFIC EDUCATIONAL JOURNAL issued its first number February, 1887. In July, 1887, J. B. McChesney was called to the editor's chair, which he filled until August, 1891, when the journal passed under the management and editorship of Philip M. Fisher. It was made an official journal at its first issue.

Among the topics discussed in its pages were: "The Public Schools of Oakland," by Fred Campbell; "Free Text Books for Public School Children," by Homer B. Sprague; "Entomology in Public Schools," by George R. Kleeberger; "Sense and Hand Training in the Public Schools," by Joseph LeConte.

Articles also appeared by Miss Margaret Schallenberger, Will S. Monroe, Lillie J. Martin, H. F. Molyneaux, C. M. Drake, James Denman, Paul Garin, Albert S. Cook, Kate Smith Wigggin and others.

V. SOME OTHER JOURNALS, 1891 TO 1893.

The year 1891 saw the beginning of three unofficial journals, *The California Educational Review*, *The Pacific Coast Teacher*, and *The California Public School Journal*.

The California Educational Review was edited by Fred M. Campbell and Albert Lyser. The first number was issued January, 1891; the last one June, 1891. It contained a most excellent series of "Educators of the Pacific Coast." Among the contributors were: Charles Edwin Markham, Charles M. Drake, W. H. V. Raymond, Agnes M. Manning, Sarah B. Cooper, Ina D. Coolbrith and Alice J. Meritt.

The Pacific Coast Teacher was begun September, 1891, and was continued until September, 1893, when it was purchased by THE PACIFIC EDUCATIONAL JOURNAL. It was edited and published by John Jury and Franklin Barthel as the organ of the Alumni of the San Jose State Normal School.

Among the many excellent articles in it we find: "The Weakness of Our Public School System," by President David Starr Jordan; "The Picturesque in History," by Prof. Earl Barnes; "Education in Australia," by Mary P. Adams; "Grammar Grade English," by Harr Wagner; and "Astronomical Notes," by Prof. E. E. Barnard.

The California Public School Journal published its first and last number June, 1891, and its editor, P. M. Fisher, took charge soon afterwards of THE PACIFIC EDUCATIONAL JOURNAL.

VI. THE PACIFIC EDUCATIONAL JOURNAL. AUGUST, 1891, TO AUGUST, 1894.

Philip M. Fisher became editor and manager of THE PACIFIC EDUCATIONAL JOURNAL in August, 1891. In September 1893, he purchased *The Pacific Coast Teacher*, the organ of the Normal Alumni, and made in THE PACIFIC EDUCATIONAL JOURNAL a department which is edited by Normal pupils.

Among those whose writing have aided the editor in bringing THE JOURNAL to its present excellent standard of excellence, we note the names of some of the best educational thinkers and writers on the Coast: Pres. David Starr Jordan, Prof. Mary Sheldon Barnes, Prof. Earl Barnes, Prof. Elmer C. Brown, Pres. C. H. Keyes, Edward T. Pierce, Will S. Monroe, Alex. E. Frye and Charles Shinn.

BIBLIOGRAPHY.

California Teacher, Vols. I to XIII, 1863 to 1875.

California Teacher and Home Journal, Vols. I to VII, 1883 to 1885.

California Educational Review, Vol. I, Nos. 1 to 6, 1891.

California Public School Journal, Vol. I, No. 1, 1891.

"Early History of *The California Teacher*," *California Teacher*, July, 1872, p. 24.

PACIFIC EDUCATIONAL JOURNAL, Vols. I to X, 1887 to 1894.

Pacific School Journal, Vols. I to X, 1877 to 1885.

Swett, John. "History of the Public School System in California," p. 210.

The General Characteristics of a Good Text-Book.

BY HERBERT MILLER, STOCKTON, CAL.

In a recent article in an English review on "The Royal Road to History," Frederic Harrison stated that the three essentials of a good teacher of history were—first, an accurate knowledge of the facts; second, a philosophy that will explain them; third, an artistic presentation of the subject. These are also the essentials of a good text-book.

As the order of progression with the mind is interest, power, knowledge, we must secure first the interest of the child. First of all, the child uses a text-book in reading. Prof. Elmer Brown, of the University of California, learned by careful investigation of the likings of the Oakland children, that from six to ten years of age, first to fifth grade, the children preferred folk lore and fairy stories. From eleven to thirteen, fifth to seventh grade, the interest turns to the stories of legendary heroes; *e. g.*, the Greek heroes, the *Aeneid*, King Arthur's Round Table, Hiawatha, merging into an attraction for the pioneers and discoverers of history, as Columbus, De Soto, Daniel Boone, etc.; at fourteen, eighth grade, the interest grows in heroes of a more modern state of society, Washington, Franklin, Lincoln, etc.

Here there is a guide and a very exact one as to the plan upon which school readers should be fashioned, and as to the reading that should supplement them. This investigation is also a striking illustration of the general law of evolution, that the intellectual life of the child repeats the intellectual development of the race. The past literature of the savage, if we may call that literature which is told, not written, is his folk lore and his fairy stories, his mythology, and beyond that he does not go. When he has risen into the barbarous stage of civilization, his literary thought clusters around his legendary hero, Hercules, Achilles, *Aeneas*, King Arthur. When man has advanced to a more enlightened stage, his real heroes are the center of his thought.

Here, too, is a key as to the text book of history. History ~~should~~ be taught first in the form of biography. To a child of from ten to fourteen, personality is much stronger than the great movements of history, its impersonal activities. The human mind ~~will~~ have accumulated many facts before it can perceive the law and will children of this age the facts of history easier at and a person naturally as iron filings are attracted to a magnet.

In the High School the greatest part of the world's history may be taught as illustrating the law of evolution according to the great law of evolution. The largest part of the history of the determine race and a wide range, including the growth of government, sectionalism, literature, art, and manufacture science and these now begin to be scattered to the corners of the great nation. But it is the text book which is the backbone. Standard and special works should be used. The text book of any is used can be made a good one by the teacher. The United States is an admirable example. The suggestion of the colored and gray book as a stimulant to the right kind of thought is good. It is also necessary to excite interest and enthusiasm.

REMARKS: The following remarks are made by the author of the original paper, and are repeated here to give the reader a better idea of the author's intentions.

are the steps for the child to follow. Botany and zoölogy lend directly and easily to the study of *geography*, by which is now understood a study of physical as well as political geography. This means, really, a general introduction to science and the environment of man. The environment of man is also the environment of the child, and this is to be explained in accordance with the growing power of the child. Dr. Harris' three specials of science may be kept in mind, viz.: For the primary, the grammar and the high school, elementary and physical geography should be finished in the grammar grades, and specialization, as geology, physiography, etc., carried on in the high school. Map drawing and making may be begun in the fifth and sixth grade, as the young mind expands to the conception of the earth, its physical, and later, its political, divisions. Here, as elsewhere, the teacher must be the best text-book, explaining the science, history, commerce, government, races, etc., of the world, as connected with geography in accordance with the capacity of the child. Note-books are to be kept here also, increasing in fullness with the age of the child; but the writing is not to be made over laborious.

Arithmetic has too long been the fetish of the public school which ought now to be dethroned from the unjust eminence that has been given it. It is but a single science, and hardly a science either, on which too great stress has been laid on account of an inflated belief in its money value. Giving to it but half the time, the German schools attain equal, if not better, results than ourselves. No better suggestions could be followed than those of the now famous Committee of Ten, in the sub-report upon Mathematics.

"A radical change in the teaching of arithmetic is necessary. Among the subjects which should be curtailed or entirely omitted are compound proportion, cube root, abstract mensuration, obsolete denominative quantities and the greater part of commercial arithmetic. Percentage should be rigidly reduced to the needs of actual life. In such subjects as profit and loss, bank discount, and simple and compound interest, examples not easily made intelligible to the pupil should be omitted. Such complications as result from fractional periods of time in compound interest are useless and undesirable. The metric system should be taught in application to actual measurements to be executed by the pupil himself; the measures and weights being actually shown to, and handled by, the pupil. This system finds its proper application in the course which the conference recommends in concrete geometry.

"The method of teaching should be throughout objective, and such as to call into exercise the pupil's mental activity. The illustrations and problems should, so far as possible, be drawn from familiar objects; and the scholar himself should be encouraged to desire as many as he can. So far as possible all rules should be derived inductively, instead of being stated dogmatically. On this system the rules will come at the end, rather than at the beginning of a subject. The course in arithmetic thus mapped out should begin about the age of six years, and be completed at the end of the grammar school course, say about the thirteenth year of age." The number of hours a week is to be left to teachers and school authorities.

The subject of arithmetic should dovetail into an elementary course in algebra, to be supplemented by a similar course in concrete geometry. This will form a sufficient culture basis in mathematics, which in the high school should become an optional study.

The above is a summary of the characteristics of good text-books in the chief subjects studied in the primary and grammar grade courses. I have emphasized these, because it is here that the greatest reform is needed. Five years is the average time spent by the American child in school. We cannot afford to waste any of this time, all too short, on faulty text-books, that teach unnecessary detail and delay true progress. All text-books should be written by masters, having ample knowledge, knowing thoroughly the laws that underlie their facts, giving clear and artistic explanation. Text-books cannot be exhaustive, but only directive. All principles must be stated and illustrated by typical facts. Behind the text-book, subordinating it to his own personality, must be the teacher, a living book, a fountain of knowledge, to which the text is but a path.

A Bit of Teasing.

BY C. M. DRAKE.

I seated myself by the boy as the cars rolled out of Tacoma. The boy looked at me, and so did the father, who was seated just behind and who had preacher written all over him. I pretended not to see father, but smilingly looked squarely into the boy's eyes.

"I love to tease boys," said I to the lad; "so as I had nothing else to do, I thought I would come over here and tease you."

"I don't think I like to be teased," said the boy, smiling.

"But it does a boy good to be teased at times," said I. "Do you know that I can tell just what kind of a boy you are?"

"I don't think so," said he. The father leaned over a little nearer.

"Let me see," said I. "Why, you look like a minister's boy. Sunday school and church is written all over your face. I believe I can tell what kind of a church. You look as if you had been brought up by a Presbyterian."

This was an easy guess, as the Presbyterian newspaper in his father's hand left no doubt as to his creed. But they did not think of that, and their eyes opened wide in astonishment. Now as Presbyterian ministers are not so often found with large families, as the Methodists and others, and as the boy looked like one who had been much petted, I ventured to say, "I think you are an only boy."

The lad's face told me I had made a good guess, so I continued: "You look somewhat spoiled, you see, and that is the way I tell."

"I haven't any brothers," said the boy, hesitatingly.

"That is what I meant," I interrupted, promptly. "You have sisters, but they are inclined to help spoil you, too. And you are inclined to be a little bossy towards your sisters, and yet you resent it when they try to make you mind."

The boy's hand suddenly clenched itself.

"You get fighting mad at them," I continued; "and you are impudent and disobedient. Yet you mean to be a pretty good boy." I went on: "And you tell stories, too."

As all children lie, this was a safe thing to say.

"I do not tell many stories now," said the boy.

"Your folks do not laugh at your large stories now as they used to when you were a little boy," I ventured. "And you brag quite a little."

"How do you know?" said the now thoroughly aroused boy.

I did not tell him that bragging was a fault of nineteen boys out of twenty, and I went on: "You are very fond of good things to eat, and you do not always confine your eating to that which belongs to you."

The boy looked startled. "What have I taken that did not belong to me?" he cried.

"Do you remember that fruit?" said I at a venture.

"It was lying on the ground," pleaded he, falling into the trap.

"But it was not yours," said I, virtuously.

"You cannot tell what grade I am in," said the boy, adroitly changing the unwelcome topic. I glanced at the new grammar that was lying near.

"You have just been promoted into the seventh grade," said I, promptly.

"You are better in reading and history than you are in arithmetic or geography. You can sing, but you seldom like to."

These were all pretty safe guesses for a preacher's boy.

"How can you tell?" said he.

I did not reply, but continued: "You are an affectionate boy." His hand had been resting contentedly in mine for some minutes. "You are your mother's favorite, and you know it. Your father is quite proud of you, but you do not know that." The boy gave a startled glance towards his father, who looked caught. I went on: "You have a bad temper, and when you get very mad,"—here I leaned over to the boy and whispered, "you feel like swearing."

"I don't do it very often," he murmured. "Papa never heard me."

"But what did your mother say?" said I, looking wiser than I was.

"She just said, 'Why, Bert,'" said the boy, shamefacedly.

The boy's hands were soft, white and well kept, so I said: "You do very little hard work, you are somewhat lazy, and you are rather proud of being neater and cleaner than most other boys."

"What books do I like best to read?" inquired the boy.

The tag on the newspaper read "Rev. Albert McDonald," so I said, slowly, "Let me see. You are descended from the Scotch, so I think you like the novels of Sir Walter Scott - 'Ivanhoe' or 'The Talisman.'"

"Did you ever see that boy before, or me?" inquired the father, somewhat excitedly, at this juncture.

"No, sir; I never saw either of you until I came and sat down by the boy."

"Then how could you tell so exactly about him?"

"That is easy enough. And I could tell his future just as readily, only you would not believe me, and it would do no good."

"What will he be when he grows up? Will he be a Presbyteriar minister?" and the father winked at me to assent.

"No, indeed!" was my prompt reply. "A boy with that kind of a face will never really believe in infant damnation, and some of those

other things. He may be a sort of a Dr. Briggs Presbyterian, but not a minister."

" You can't tell what my name is, anyway," said the boy.

" I will have you write it," said I, taking out my pencil and putting it into the boy's hand. Then, grasping his hand in mine, I guided it so that it wrote, in large letters, "Master Albert McDonald."

Two more astonished faces you never saw.

" This is our station, Bert. We must go. But do take pity on our curiosity, sir, and tell us how you told these things."

" My dear sir," said I, " you will marvel no more when I tell you that I am a California school teacher, and that I have several times passed the California teacher's examinations. One who does that can do anything that is reasonable or unreasonable. Good bye, my dear boy. How did you like my teasing?"

The boy looked roguishly in my face, and said, " I think they have funny school teachers in California."

PUPILS are not held to that closeness and accuracy of observational work which alone is of much worth. There is need of a return to that system, under which most of us were taught, which required the accurate memorizing of certain portions of daily lessons. Children performed tasks in former days which are deemed almost impossible to children of to-day. Ten years from now teachers will probably be doing the very thing that was done years ago in the way of judicious memory work.—SUPT. AARON GOVE.

IT is possible for a system of education to become entirely foreign to the age in which it is in practice. Certainly the farmer must insist that the tendency of the school shall not be to take his children away from the farm, unsettle the home instinct, unfit them to be happy agriculturists and turn them over in a ceaseless tide into shopkeepers and tradesmen.—*New England Magazine*.

THE life of the school is made up of the Superintendent, the principal, the teacher, and the pupils. That the present method of appointing teachers, as found in most cities, is perniciously bad, all well-informed superintendents admit. To say that a school is safe on such a basis, is to assert an untruth.—SUPT. WARFIELD, Covington, Kentucky.

METHODS AND AIDS.

Geometry in the Grammar Grades.

BY J. L. BEALL, TARPEY, CAL.

[This paper was read at the Normal Alumni Association in San Jose, December 1893. Having been prepared for an audience of fellow-students, it is written in a freer, more personal style than is proper for publication.—J. L. BEALL.]

Not very many years ago, when I was in the grammar school, geometry was something that had its abode in the far-off regions of the college class-room or the university hall. It was something with which only "smart" people dealt, which the grammar school boy could not learn, and about which he should ask no questions. I remember when I had almost finished the grammar school, with what reverence I stood before a certain teacher who had studied geometry. How much she must know, I thought, to understand geometry! If any one had told the average teacher then that this branch of mathematics could be successfully taught to a grammar grade class, the idea would have been dismissed as unworthy of consideration.

Even when I had my introduction to the subject in the middle year at the Normal, I thought that it was far beyond the comprehension of the grammar grade pupil. When told by our teacher that it was a coming grammar grade subject, and was already being taught as such in many of the counties of California, if I had not had a great deal of faith in that teacher's opinion, I should have called the idea a fad. I think that I am not an enthusiast upon the subject, but I do know that it can be successfully taught in a grammar school, and I can think of nothing that would be more profitable for my ninth grade class than this branch of our daily work.

Professor Holway says that while he believes that geometry should be taught in the grammar grades, he fears that too many county boards are seizing upon the idea, and there being a great many teachers not prepared to teach it properly, it will soon be consigned again to the background, and superseded by some other study, perhaps less deserving of the place. Professor Childs suggests that too much time is being given to enriching the course of study, and not enough to enriching the teachers.

This question has been tested in my own county, and here is what Supt. Kirk said of it in his address to the teachers at the County Institute last October:

"Two years ago geometry was made a part of the eighth and ninth grade work of the county course of study. With very few exceptions, poor results were shown*the first year. Some said it should not have been put into the course. We persisted, geometry remained, and last year, the second year of its trial, most gratifying results were shown. On my official visits to the schools last year I observed that eighth and ninth grade pupils showed marked interest in the study. I found boys and girls in many of the distant district schools pursuing and making splendid headway in this branch of their daily work. The samples of geometry work sent in to the county board at the close of the school year last year were especially attractive. And why has geometry so changed front? Why so successfully taught, after one year of almost complete failure? Simply, teachers, because you gave careful attention to it. You made special preparation for teaching it. Some of you had never studied geometry. You went to work under pressure of necessity for it, and the consequence is, those of you who are required to do so, are now teaching it well. I instance this, not to magnify the value of geometry, but to show what can be done when of necessity a thing is required to be done, and when proper energy is directed toward the accomplishment of a certain end."

Besides this, he says that geometry in our course is no longer an experiment; that there is no other subject of which the teachers think more, and none in which the pupils find more enjoyment.

At the suggestion of our president, I will say something of my own experience in teaching geometry, something of the conditions as I found them, what I did, and the results, so far as results can be seen in so short a time.

It is said that old sailors, when they arrive in port after a long voyage, meet and "swap lies." So it seems to me that a very good way to carry on a teachers' meeting is for the teachers to "swap" experiences. In Fresno county we have organized a local institute, in which the various teachers give their experience upon the subject for discussion, no matter how trifling that experience may seem to be. Those meetings are very profitable, and it seems to me that members of the Alumni Association, coming from different parts of the State where different conditions prevail, may profit in a similar way.

In an ungraded school of forty pupils, I found a small geometry

class. As to preparation for this study, they had almost none. Clay modeling, paper folding, and ring and stick-laying, were entirely unknown to them. Of drawing they had had very little. Our course provides for geometry during the latter part of the eighth, and all of the ninth year. My pupils knew how to use the ruler, the compasses and the protractor; to draw to scale, and to follow the book directions in constructing the figures given in the first three chapters of Hill's Lessons in Geometry. In their previous work, they had followed the book minutely, and had taken nothing outside of it.

They had no interest in the subject, and I found that their parents thought that it would much better be out of the course, and its place filled by something of more practical benefit. Now a boy, generally speaking, thinks that his father is about the wisest person on earth; so, if his father thinks that geometry is useless, he is likely to think the same.

So I concluded that the first thing for me to do was to create an interest. To me the situation was one that might be illustrated as follows:

"Simple Simon met a pieman going to the fair,
Said Simple Simon to the pieman, 'Let me taste your ware;'
Said the pieman to Simple Simon, 'Show me first your penny.'
Said Simple Simon to the pieman, 'Indeed, I have not any.'"

As my pupils seemed perfectly willing to give their interest, if I would give any reason why they should, I decided to let them taste my wares. Like the peanut man, I gave them the best I had, which was my surveying instrument, together with what ideas I had and could originate about making geometry real and practical.

My first work with them, therefore, was to review their eighth year's work. Instead of constructing the various figures on paper, I took them outside, and had them do actual work in measuring lines, angles, etc. The work was about the same as is given in the first part of the Junior year at the Normal.

I explained that many of these are the same problems with which surveyors have to deal. My district is situated in the midst of Fresno county's grand irrigation system, it is threaded with a network of ditches. The pupils were very much interested to know that surveying a ditch is not a very difficult problem, and that it is possible for them to do it with considerable accuracy. I had them work out a method of finding the height of a mountain. We applied the same method to measuring the distance to the moon and to the stars, and

to finding the distance between two stars. This completely captured their interest and attention as far as the study of geometry was concerned.

We could not spend much time in this work, for what we should have begun with in the ninth grade is theorem work. I approached this with fear and trembling, because I felt that it was beyond their comprehension,—the average age of the pupils being less than fifteen years.

There are various theories as to whether the text-book should be in the hands of the pupils or not. The subject can certainly be taught successfully by either method. My class had gone strictly by their text-books in the eighth year's work, and it was hard to dispense with them now. Besides, I had less than fifteen minutes a day for the geometry recitation; so I decided to let them *use* their books, but not to *abuse* them. We varied the forms of some of the theorems, and took some that were not given in the book, for thoroughness and review. I tried to have them know that when I had taught them anything, my responsibility ended and theirs began.

It was not long before they understood the true import of proving a theorem, and they soon began to reason with considerable care and correctness.

After continuing in this kind of work for a few weeks, we began to look after the formal stating of a theorem describing the figure, and expressing the proof.

Now, as to the results, I may say that they were vastly more gratifying than any I had hoped for. I asked myself, "Is this real reasoning, or is it mere memory?" That it is the former, I have abundant evidence, of which the following is one of many examples:

One day, for a written review, I gave them the theorem about the equality of two right triangles having the same hypotenuse and one leg respectively equal; another proved two sides and the included angle respectively equal; and a third undertook to prove the three sides respectively equal, and failed.

Besides its value in developing the reasoning powers, I think that geometry is valuable as a means for language training. I can notice in other subjects a certain care in expressing their thoughts, which I am sure they have acquired through their geometry study.

I understand that the principal objection to having geometry in the grammar grades is that it requires too much time. Most of the wailing on this point comes from the ungraded schools, from the coun-

try teachers. They say of their city friends, "It is well enough for them to talk about teaching geometry, they who have but two or three grades, but where are we, who have from twenty-five to thirty recitations a day, to find time for it?"

Now it seems to me that there are many things for which the city teachers have reason to envy their country cousins, and one of them is greater advantages for teaching geometry.

Geometry is the science of measuring the earth. The country boy has an abundance of that article to measure. Indeed he has been measuring it for several years. This is but a new way of doing it, and it is surprising with what avidity he takes hold of it.

It is a fact well known to educators that a large percentage of the boys, and too many of the girls, leave school too soon in life. Why is this true? It seems to me that one reason is that they have arrived at the age at which they want to be doing something. They are no longer children, they are young men and young women. They do not want to go to school with the children, play with them, and recite childish studies. Driving a plow team or working in a shop is more to their fancy.

But if you can just take them out and organize a surveying party, and survey a ditch, find the distance from Smith's across the river to Jones', find the height of a neighboring hill, or, in theory, find the distance to the moon, or the distance between two planets, the plow team and the shop work lose their attraction. The boy's mind now has something to feed upon that is in proportion to its development. Or, if you give him plenty of hard theorem work to do, make him know that it is hard before he begins his task, and that he has done something when he has finished; he will enjoy it. He likes to know that he can use understandingly such big words as "diagonal," "parallelogram," and "bisecting perpendicular."

If such work as this will keep our boys and girls in school and away from many of the world's evil influences for two or three years, is it not worth serious thought and strenuous efforts on our part?

Suggestive Thoughts.

E. J. SCHELLHOUS, M. D., ROSEVILLE, CAL.

There are two distinct departments of the human mind—the *feelings* and the *intellect*. The motive power of all human conduct is in the feelings. Feeling of some kind is the mainspring of all human

activities. Intellect devises the means by which the feelings find gratification. Gratification of the feelings is the aim of all human existence. Every act is for the gratification of the feeling that calls it forth.

Feelings which man has in common with the animals lower than himself are known as the *propensities*; while those that distinguish man from all below him are known as the *moral sentiments*.

The character of the intellect is determined by that of the feelings, because the feelings arouse into activity that kind of intellect that serves for their gratification. The intellect is the obedient servant of the feelings. If the animal propensities are the stronger in a man, he is selfish, licentious, brutal; if the moral sentiments hold supremacy, he exhibits the characteristics of a true and noble manhood.

Language is the symbol of ideas. Ideas combined in logical order constitute thoughts. Ideas are isolated mental conceptions, and have no meaning until they are woven into thoughts. Ideas are represented by words; thoughts by sentences. Before a thought can be conveyed to another mind it is necessary that the other mind elaborate and construct the thought anew. A man speaking in the presence of a number of persons says: "A storm rose in the east." The words are simply *atmospheric vibrations*, and if his hearers had never heard them before the sounds would fall dead upon their ears. But by persistent repetition of these sounds, associated with the ideas these words signify, those who hear them involuntarily call to mind the *ideas* of which these words are the symbols, and, without conscious effort, weave them into thoughts, as the speaker expressed them.

Or, a motto hangs upon a wall. The form of the words is associated with certain ideas which are unconsciously called into mind by the law of association, in the same manner as in sounds. Those who read the motto then elaborate and reproduce the thoughts expressed by the words it contains.

Thus a writer or speaker depends for success as much on the ability of the reader or hearer to respond as upon his own ability to present his subject. There must be feelings common to both, and ability to translate symbols into ideas, and to weave these into thoughts on the part of the reader or auditor, as well as ability to originate thoughts expressing feelings or knowledge.

The ability to arouse feeling, therefore interest, in others, is by means of the law of sympathy; that is, any feeling expressed or manifested by a person arouses a corresponding feeling in those to whom it

is communicated. Kind words subdue angry feelings. The very tones of the voice reveal the state of feeling of the speaker. The real purpose of ordinary salutations and observations in regard to the weather and the like is to express by the tones of the voice kindly feeling rather than to convey intelligence. The chief charm of conversation consists in the various intonations and modulations of the speaker's voice, although we may not always be conscious of it.

The tender and affectionate tones of the mother soothe the irritation and even the pain of the infant. The eloquent speaker arouses feeling in his audience far more by the tones of his voice, the expression of his face and the gestures he employs, than by the thoughts he expresses. We all notice the hard, harsh and rasping voice of the angry man, as well as the mild and gentle voice of affection.

Therefore it is easy to understand the relation that exists between those who express thoughts and feelings and those who read or hear them. This accounts for the fact that writers of fiction have a stronger hold upon the reading public than those who attempt to advance progressive thoughts or to elucidate scientific subjects. Sympathy is felt for the characters created by the writer that holds the interest of the reader far more than any abstract subject.

Among the most respectable classes in society, the love of wealth, not alone for its own sake, but more for what it will bring to the possessor is the dominant feeling. Every observing person perceives the fact, everywhere manifested, that self and self-advancement are the dominant feelings of the age. Writers and speakers find more success in awakening these dominant feelings of the community, than in endeavoring to arouse feelings of a higher and nobler character. As a rule, the writer or speaker who can command the greatest number of readers or hearers is considered the most successful, and as success is their aim, most writers and speakers seek for it in this direction.

As intellect is the means by which they are enabled to succeed, it receives all the merit and consideration. Therefore intellect is systematically trained in all the departments of education, while the source and fountain of all human activities—the feelings—are left to such incidental training as circumstances afford without any definite method for their development and culture.

If the following propositions—which carry the evidence of their truth on their face to any thinking mind—were accepted as the basis of ethics and government, the literature of dialectics would be greatly modified, and educational methods would be radically changed.

1. The mainspring of all human conduct is feeling, and not intellect.
2. The strongest feeling determines the act for the time being, and the dominant, persistent feeling determines the character of the individual.
3. The intellect is stimulated to activity by the feelings; it is developed in proportion to the strength of the feelings, and is of the character that corresponds with the feelings that call it into exercise.
4. The imperfection of human character arises from the inordinate and excessive development and activity of the animal propensities, and the imperfect development and feeble activity of the moral sentiments.
5. The full, free and harmonious development of every power of the body and feeling of the mind would result in the perfection of human character in the sense that a humming bird or a wild deer is perfect.

Arithmetic.

The Cook County, Illinois, teachers, under the lead of Supt. Orville T. Bright, have adopted the following:

- I. All operations which should be taught to children in numbers can be performed with numbers of things.
- II. The subjects to be taught in Arithmetic, the terms to be used, and the processes to be employed, shall be determined from the standpoint of the child, and not from that of the educated adult.
- III. In determining what shall be taught in Arithmetic we should be able to show that any topic is
 - a. Practical; that is, that it has to do with the affairs of life, or that it is
 - b. Disciplinary; that is, that it insures mental growth and mental strength.
- IV. We condemn the giving of work in Arithmetic under the name of "Examples," for which conditions stated in problems cannot be made. For instance, complicated examples in complex or compound fractions.
- V. Definition and rule should be required only when the thing to be defined or the process under the rule is thoroughly understood.

Hence definitions and rules should close, not begin, a subject. They should be made by the students.

VI. Lessons in Arithmetic should *not* be assigned for home study.

VII. Operations in Arithmetic which have become obsolete, or have never existed elsewhere in the world, should become obsolete in the schoolroom.

VIII. Problems in arithmetic should employ the best effort of the pupil, but should never go beyond it. He grows through what he does for himself. The skillful teacher secures and directs his best efforts.

SUGGESTIONS AS TO WHAT SHALL BE TAUGHT IN ARITHMETIC.

1. Fundamental operations—four or five, according to your faith. Number used to be within the comprehension of pupils. First *correctness*, then *rapidity* in work. Use of Federal money included in the foregoing.

2. Measurements—lines, surfaces, solids. In measurement of surfaces, platting to a scale. (Actual measurements of the children.)

3. Denominate tables such as are in common use, and relative value of units. Tables learned by actual measurement, so far as practicable. Addition, subtraction, etc., of denominate numbers, obsolete.

4. Fractions—that occur in the world. Keep the fractions within the range of the multiplication table, or such numbers as the children can manage mentally. The changes in fractions should be *thought out*, not brought about by mechanical process. Nine-tenths of the work in fractions should be mental—yes, nineteen-twentieths.

5. Decimal fractions and percentage. Discard all superfluous terms. Omit three-fourths of the separate topics in percentage, but *thoroughly* teach the principles.

6. Squares and square root. Cubes and cube root—the latter only with numbers such that the cube root may be thought out easily, as 8, 27, 64, 125.

7. Mensuration—limited extent.

The comparison of numbers and the thorough understanding of *ratio* and the use of the term, should begin with second grade work and extend through the entire course.

Establish certain principles, and then stick by them. As (*a*) Like numbers only can be united—added; (*b*) A product must be like the multiplicand; (*c*) A dividend must be greater than its divisor, etc.

STATE UNIVERSITY AND NORMAL SCHOOLS.

San Jose Department.

LEROY E. ARMSTRONG,	- - - - -	Editor-in-Chief
M. ARMEDA KAISER,	- - - - -	Associate Editor
MYRTIE M. YOUNG,	- - - - -	Business Manager

The Class of '94, sixty-five members, was graduated June 29th. Normal Hall was a scene of beauty when the exercises opened. It was packed to the door by the friends of the graduates and the school. On the stage sat the Board of Directors. Beside them, hidden in the bower of flowers and ferns that decked the stage, sat the heads of the departments and Principal Childs. Floral offerings of every description were piled high upon the desks of the graduates, and they were almost buried in the sweet blossoms.

The exercises began with the anthem, "O Praise the Lord," by the school, followed by prayer by Rev. Dr. Dinsmore. "The Evening Gun," another chorus, was sung, and then Principal Childs presented the diplomas to the sixty young ladies and the five young men. The following class ode was sung with excellent effect:

As sweetest beauty of our eastern hills
Is formed when lights and shadows wax and wane,
Now showing bronze and green, refreshed by rills,
Now hiding splendor till our gaze is vain.
So richest beauty in this varied life
E'er calls for intermingling joy and grief,
That by a Father's care, through peace and strife,
A beauteous soul be wrought, though earthly life be brief.
For we have learned through these few finished years,
From trials endured success is sure to be;
Ah, yes, it takes both smiles and bitter tears
To form a noble soul most perfectly.
Our parting casts a shadow, yet we see
Through lifting gloom, "The Best Is Yet to Be."

Then followed an address by Miss Hattie M. Wright, the class President. After the beautiful trio, "Calm and Lovely Evening Bells,"

by the Misses Burns, Fish and Allen, Dr. D. E. Bushnell, of Chattanooga, was introduced and delivered an entertaining, witty and eloquent address. The address of Dr. Bushnell was followed by the singing of "O, Harmony Divine," at the close of which Principal Childs made a few remarks abounding with appropriate sentiments. A glee, "The Merry Bells," closed the exercises, and the audience was dismissed.

The evening reception by the graduates at Normal Hall was a brilliant affair. At the annual meeting of the Board of Trustees of the school Governor Markham was absent, but the other members were present, consisting of Col. Philo Herzey, chairman; Ralph Lowe and T. S. Montgomery of San Jose; Judge A. L. Rhodes, of Los Angeles; C. H. Phillips, of San Luis Obispo; and State Superintendent of Schools Anderson, of Sacramento.

In considering the petitions for granting duplicate diplomas for lost papers, it was decided that no duplicates, but certificates, be issued. This is designed to prevent the fraudulent use of diplomas.

The Executive Committee was empowered to petition the State Board of Examiners to create an indebtedness of \$3000, to be applied in completing and rendering uniform the system of heating in the main building and annex. The plant has been a source of great annoyance and expense. At a recent meeting of the Executive Committee the following was adopted:

Resolved, That each and every teacher employed by this Board be prohibited from giving private instruction for pay to pupils whom they have conditioned on any subject.

Trustee Montgomery asked that the Board approve the resolution, and added that the resolution did not apply to one teacher instructing pupils conditioned by another teacher. State Superintendent Anderson supplemented the resolution by amendment that every teacher in school be prohibited from giving any private lessons at all. After the adoption of the report of Principal C. W. Childs, the Board reorganized by electing Philo Herzey, Chairman; Ruth Royce, Secretary; Lowe, Vice Chairman; and Herzey, Lowe and Montgomery, Executive Committee. During the executive session the Board re-elected Principal C. W. Childs, reducing the salary from \$3600 to \$3000. A general reduction of salaries in the same proportion was made.

No action was taken on the recommendation of John Swett to abolish the annual election of teachers.

A Planet.

MINNIE E. ROHRBACK.

A planet revolves around a sun in an elliptical path, thus causing the planet to be nearer the sun at one part of its revolution than at other parts. This planet also rotates from west to east upon an axis that is inclined 66° degrees from the plane of its orbit. The different positions which the planet's axis occupy during its revolution are always parallel to one another. The time of a rotation upon the axis is one three hundred and sixtieth of a revolution around the sun.

Because of its rotation under these conditions, the planet has an axis, poles, an equator and change of day and night; that is, different portions are being turned successively towards and away from the sun. Because of its revolution under these conditions, it has zones, change of seasons, and change of length of day and night.

At two places in its orbit, the axis of the planet is perpendicular to the rays of the sun, and these positions cause the equinoxes, or equal nights; that is, they cause the length of day and night to be equal for all places on the planet. At two other places the axis is inclined 24° from the perpendicular to the sun's rays, and these places are called the solstices, because of the sun's appearing to stand still for several days.

When the planet is at the September equinox, the axis is perpendicular to the sun's rays. The great circle of illumination passes through the poles, and the length of day and night is equal for all places except the poles, which have continual day because of the refraction of the sun's rays, which raise the sun just above the horizon.

The vertical rays fall upon the equator, causing the region of the equator to be the hottest part of the planet. From the equator to either pole the rays of the sun fall less and less vertically, causing the heat to gradually diminish also from the equator toward the poles. In this position the southern half is having spring, the northern half fall.

From the September equinox the planet passes to the December solstice. In this position the axis is inclined 24° from the perpendicular to the sun's rays, the great circle of illumination passes 24° beyond the south pole and within 24° of the north pole, forming the polar circles.

The length of day and night varies greatly on different portions of the planet. The days and nights are still equal on the equator, but

in the southern hemisphere the days are longer than the nights, and they gradually increase in length from the equator toward the south pole, until within the south polar circle, where all places are in the sunlight during a complete rotation of the planet. In this position of the planet the nights are longer than the days in the northern hemisphere, and the nights gradually increase in length from the equator to the north pole until within the north polar circle, where all places are in darkness.

The vertical rays of the sun fall 24° south of the equator, and become less and less vertical, until within 24° of the north pole, and to 24° beyond the south pole. The greatest heat is where the rays of the sun are vertical, the amount gradually diminishing toward the north and south. The southern half of the planet is having its summer, being turned toward the sun, and receiving more light and heat than at other times of the year. The northern half is having winter, being turned away from the sun.

All the changes that took place on the planet, as it passed from the September equinox to the December solstice were gradual. The position of the planet's axis with reference to the sun's rays changed slowly from perpendicular to the sun's rays to an inclination of 24° from the perpendicular to the sun's rays, and the circle of illumination gradually moved from the poles to 24° beyond the south pole and to within 24° degrees of the north pole.

The length of day for all places between the equator and south pole gradually grew longer, but for those places farthest away from the equator, the days grew longer more rapidly than for those places nearer the equator. The south pole has been in the sunlight all the time, and has had a very long day of one-fourth of a year, but for every rotation of the earth the sun appeared to rise higher and higher in the zenith. Those places nearest the pole and within the polar circle have been in the sunlight for more rotations of the planet than those nearest the polar circle. Places on the polar circle have had a day as long as one rotation of the planet, while for all places between the equator and south polar circle the length of day is less than one rotation of the planet. In the northern hemisphere the change of length of day and night has been the opposite to that in the southern hemisphere, the nights being longer than the days. The vertical rays of the sun also passed from the equator to 24° south, producing a very warm belt around the planet of 24° width.

The planet passes on from the December solstice to the March

equinox, and the axis of the planet again assumes the perpendicular to the sun's rays, as it was in the September equinox. The circle of illumination again passes through the poles, the length of day and night is equal for all places, the vertical rays of the sun fall upon the equator, being less and less vertical toward either pole, and the heat also gradually diminishes toward either pole.

As the planet passed from the December solstice to the March equinox, all the changes took place gradually, as they had when the planet passed from the September equinox to the December solstice, but in the reverse order. The axis passed from an inclination of 24° from the perpendicular to the sun's rays to the perpendicular. The circle of illumination retraced its path to the poles; the length of day in the southern hemisphere grew shorter in the same way as it had grown longer, while in the northern hemisphere the length of night decreased as it had increased, until day and night are again equal in both hemispheres. The south pole has been in the sunlight for half a year, while the north pole has been in darkness. The vertical rays of the sun retraced their path to the equator, causing this belt of 24° degrees width to receive vertical rays twice in half a revolution, and making this belt very hot.

The planet passes on from the March equinox to the June solstice. In this position the axis is inclined 24° from the perpendicular to the sun's rays, and the circle of illumination passes 24° beyond the north pole and within 24° of the south pole. The same things occur now in the northern hemisphere that occurred in the southern a half year before. The same gradual changes have taken place in the northern hemisphere that took place in the southern when the planet passed from the September equinox to the June solstice; and, as the planet passes from the June solstice to the September equinox to complete its revolution, the same changes take place again in the northern hemisphere that took place in the southern when the planet passed from the December solstice to the March equinox.

On this planet there are five distinctly-marked belts or zones. One extends 24° each side of the equator, being 48° wide, each portion of which receives the vertical rays of the sun twice in the year, except the boundaries. Two others, one around each pole and each 24° wide, are at some one time entirely in the dark, and at some other time, a half year later, entirely in the light. Then there are two other belts between the polar belts and the equatorial belt that are each 42 degrees wide, but these belts never receive the vertical rays of

the sun; neither are they ever entirely in darkness, or entirely in the sunlight.

Los Angeles Department.

MISS BELLE COOPER	MR. JOSEPH E. BRAND,	Editor-in-Chief.
MR. ROY J. YOUNG,	MISS MARY E. HALL,	Assistants
MISS ORABEL CHILTON,		
MISS HELEN VINYARD,		

From the "Normal Exponent."

The faculty of the Normal School is to be enlarged next year by the addition of three or four new teachers.

Dr. Jas. H. Shults will have charge of the department of Physics. He is a graduate of the University of Syracuse, N. Y., and a teacher of long experience. For some years he was teacher of Physics in the State Normal School of Cortland, N. Y., and afterwards was principal of the Cleveland, Ohio, High School, where he made a fine record. He is a man of broad culture and liberal training, and comes to the work in the prime of life. He is now visiting the best high schools on the coast and the universities, to observe the newest phases of laboratory work, and will come back in July with the best plans for the organization and carrying forward of our own work.

Miss Mary A. Lathrop has been engaged to take charge of the work in Sloyd. Miss Lathrop has, for a number of years, been one of the most efficient teachers in the State Normal School at Oswego, N. Y. Appreciating the importance of the manual training movement in this country and the special adaptiveness of Sloyd to schools for the preparation of teachers, she resigned her position last year and went to Sweden to study the subject with Herr Salamon, at Naas. She is enthusiastic in her estimation of what Sloyd will do for the schools of the land, and this new department in our school will, we feel assured, show good results by the end of next year.

Miss Agnes Crary, the new assistant in the English department, is a daughter of Rev. B. F. Crary, editor of the *California Christian Advocate*. She is a graduate of the State University and one of the best qualified in literature and history of the alumni of that great institution. Her special work in these subjects received the commendation of the Berkeley professors, and since she was graduated she has fulfilled the promise of her student days. Last year she was assistant to Mrs. Pierce in the English department of the State Normal School

at Chico. On the resignation of the latter, she was elected head of the department, which she has filled with great credit. So well was her work known, that she was asked to take charge of the Round Table Conference on literature and language at the Educational Congress of the Midwinter Fair. She will be an able addition to our already strong English faculty.

There still remains a professor of Pedagogics to be engaged. Principal Pierce is making an effort to get a strong man for the place that he may thus be able to make the professional work of this school second to that of no other Normal School.

OUR NEW PRECEPTRESS.

The school is about to celebrate its twelfth birthday. During these years we have seen it rise from its infancy, go forward with rapid strides, outgrow itself, and now as it enters its teens, it is to be housed in a beautiful new building.

As we go into the new home, it gives us pleasure to take with us our incoming preceptress, Mrs. Pierce. She will find, not a school which is to be organized, but a school which is well on its way, and one ready to coöperate with her.

The important position to which the trustees have so unanimously called her, requires a woman of intelligence and refinement; a woman of courage, justice and sympathy. These qualities Mrs. Pierce possesses, yet withal is modest and unassuming, which is not the least to commend her in her new field of work.

Her twenty years of professional work in the East, in Southern California, and at the Chico Normal, where she was at the head of the English department, have amply fitted her for the position left vacant by the resignation of our much-loved Miss Hawks.

THE RESIGNATION OF MISS HAWKS.

It was with deep regret that we learned during the year, that Miss Hawks had decided to resign her position of Preceptress of the Los Angeles Normal School. Miss Hawks has been so thoroughly identified with the history of the school, that it seems unnatural to think of the place without her as one of the instructors. When the school was organized, in 1882, she was appointed Preceptress, and she has watched its growth and progress from a membership of 61 to its present number of 360 pupils and about six hundred alumni. Her

tact and quiet energy have been among the most important elements of its success.

Before occupying the second position of trust in the Normal School, Miss Hawks was for three years a teacher in the Los Angeles High School, so that for fifteen years she has been intimately connected with higher education in Los Angeles city, and hundreds of alumni have kindly memories of her as a good teacher, wise counsellor, and intelligent and sympathetic friend. By her resignation the Normal School loses an experienced teacher, and thoughtful, college-bred scholar. It is with exceeding regret that we think of her departure from the school, and with her will go the best wishes of pupils, faculty and trustees.

A Resumé of the History of the University of California.

BY A. G. VAN GORDER, BERKELEY, CAL.

California, previous to and during the time of the gold excitement, possessed some few men of liberal culture who saw that there were other things besides trading and mining which should occupy the attention of thinking men. They had come for gold, yet nevertheless they perceived that, ere long, a state would be formed; that its true basis was an education for all. Being college men themselves, they recognized that not only was a common school education essential, but also a higher education that should kindle man's nature,—heart, intellect and soul, so that in whatsoever course his life might run, he would ever be more a man.

This idea of higher education found expression with some in a desire to organize a State college; with others, in a desire to establish denominational schools; with still others in an effort to create a non-sectarian Protestant college. The first idea received but little encouragement, owing to the prevalent prejudice against State colleges; the second resulted in the establishment of the many so-called colleges scattered over the State; the third, an idea at no time very popular, was successfully embodied in the college of California established in Oakland.

This subject of a college which should be Christian but not sectarian was first seriously discussed by Dr. Willey and his friend, Mr. Larkin, United States consul at Monterey. Through the efforts of these earnest men, a clause providing for the chartering of colleges

was inserted in the constitution then being formulated by the constitutional convention. With the assistance of several other gentlemen, everything was put in readiness to secure the passage of the appropriate law. In December of 1850, the first Legislature met. Dr. Willey rode over the mountains in the rain in order to make sure that the measure should receive due attention. The Legislature finally agreed to grant a charter providing twenty thousand dollars was raised. James Stokes and Kimball H. Dimmick had made an offer of a large tract of land on the Guadalupe river near San Jose, and the prospects of being able to comply with the condition were bright until it was discovered that, owing to the unsettled condition of land titles, a deed to the property could not be secured.

It seemed as if the best that could then be done was to start a preparatory school. At this juncture, a peculiar circumstance occurred. In 1853, Henry Durant, a Yale graduate, came to Dr. Willey's home in San Francisco. On graduating, he had served as tutor in Yale, then, after fifteen years in the ministry, he had come to California with the avowed purpose of founding a college, and he it is who has been termed the real founder of the University of California. He was immediately put in charge of a preparatory school in Oakland. A little shanty located on the present corner of Broadway and Fifth was secured at one hundred and fifty dollars a month. Considerable trouble was experienced in securing a permanent site, owing to the unsettled condition of land titles and the scarcity of funds. Through the courage and promptness of Mr. Durant, six or seven acres were secured near Twelfth and Fourteenth streets, two buildings were erected and the school moved.

In two years' time the growth of this academy had been so rapid, it was found possible to secure a charter for the College of California.

In 1860, the college was fully organized with a board of thirteen trustees and a faculty consisting at first of Prof. Henry Durant, and that chief pioneer of higher education, Prof. Martin Kellogg. The college took rank with the best institutions of the East. The avowed purpose of its founders was to furnish the means of a thorough and complete education under the pervading influence and spirit of the Christian religion.

It was felt that the location of the buildings was not desirable as a permanent site, and steps were taken to secure something better. At this time Horace Bushnell, a former classmate of Henry Durant, came to California to regain his health lost in close confinement as a

minister. He immediately interested himself in the college, and concluded to combine a search for a suitable site with a camping-out tour taken in the interest of his health. In order that he might act with authority, he was appointed president of the college; and thus it chanced that the first president spent his entire term of office exploring the whole Bay region, and the foothills of some eight counties. After a most thorough and minute investigation, Dr. Bushnell presented an exhaustive report of his tour to the trustees, in which he recommended the present site of the University.

No more desirable home was ever selected for any college. Situated on a high rim of a valley, at the base of a range of mountains, it commands the magnificent view of the Bay of San Francisco and Golden Gate.

During the whole existence of the college, the lack of funds was the one drawback. Prof. Kellogg and Dr. Willey both made trips East, but were unsuccessful in raising money because the people appealed to felt that California was the land of gold, and that help was quite unnecessary. The early California millionaires were noted for their lack of generosity, as they gave in the aggregate but a few hundred dollars. Dr. Willey summed up the canvass for supplies in 1868 and found that sixty-three thousand dollars had been donated, and that almost entirely by persons of moderate means.

In 1853, the State college idea that had lain so long dormant was quickened into life by an Act of Congress which gave California seventy-two sections of land. Ten additional sections, granted by the same Act for the erection of public buildings, were set aside for the benefit of State college buildings. In 1862, the Agriculture and Mechanical Arts College Act granted California one hundred and fifty thousand additional acres, and the last step which gave the idea of a single State college definite shape was taken by the Legislature when they passed the Act of 1866, providing for the erection of such a college. In 1867, the State Commissioners chose a location near the Berkeley site of the College of California.

It was probably the proximity of these two sites that first suggested a union of the colleges.

The State plan was to establish an exclusively scientific and industrial college; but Governor Low saw the advantages that would arise from a union, and wrote on behalf of the State. If the larger plan of a true University were adopted, the State could avail itself of that which it so much needed, the enthusiasm, the reputation and the

scholarship of the College of California. Henry Durant and friends pointed out the advantages of a union with the College of California. The State had money. The lack of this had always been a serious trouble to the college. If their rights could be protected, everything was in favor of a union. At length, with the understanding that the college of letters should be taken over unbroken and should be second to none, the men of the old college gave themselves and their all to the State, March 23rd, 1868.

The body known as the Regents was immediately organized. This body now consists of six *ex officio* members, while sixteen are appointed by the Governor and confirmed by the Senate. It is the duty of these Regents to govern the finances of the University and to take the general responsibility of its management. The power of regulating the internal affairs of the institution was vested in an Academic Senate composed of some seventy members. This body is in reality the Faculty organized for the better transaction of business.

The organization of the University was entrusted to the second president, Professor John Le Conte. The plan he adopted was to arrange studies under definite groups, courses or colleges, each college to be governed by a separate faculty. The plan as originated has been retained; the changes made have been only those which accompany development. The center of all is the humane course, with studies in Philosophy, Language, Literature, History, Mathematics, Physics and Natural Science, ever widening and subdividing. Grouped about this as a center are the technical colleges.

The progress of the University has been steady and rapid. But few difficulties have been met with, and those were in the early part of its career. The new State Constitution of 1879 prohibited the use of the State school tax and State school fund for the support of the high schools. This diminished the number of such schools, and consequently caused the Freshman class to decrease in numbers. Notwithstanding, the conditions for admission were raised and smaller colleges took upon themselves the work of high schools. Another source of trouble was the society known as the Grangers. They represented the State college idea, and in a spirited manner made an unwarranted attack upon the administration. They desired the functions of the University to be confined to the agricultural and industrial arts. The matter was finally dropped when it was made apparent that any abridgment of functions would be contrary to the conditions of the gift of the College of California.

The University is largely indebted to private benefactors as well as to the State for the resources at its command. Space does not permit even a brief mention of the ten most prominent philanthropists through whom the University has received the Library building, the Art Gallery, the Gymnasium, the Lick Observatory, the technical schools and many valuable collections. Besides the many State endowments and the funds received from the College of California, the University was made financially independent by a law passed in 1887, giving to the University an annual tax of one cent on each one hundred dollars of taxable property, which tax yields one hundred thousand dollars annually.

* The rank of a university depends on its wealth, its numbers, its breadth of courses, its provisions for research, its teaching force, and on something not exactly expressed by all these, that may be called spirit and tradition. On a financial basis, the University of California ranks fifth among the colleges of the United States. The most important factor in the success of a university is the teaching force. Not only must the professors possess an exhaustive knowledge of the subjects taught; not only must they be well trained teachers, but they must above all possess that accuracy, breadth and nobleness of ideas that shall qualify them to be examples to the future great men of a nation. Happily, by this standard, we can place the University of California in the first rank.

A Communication.

EDITOR JOURNAL: Please publish the following for the consideration of the mathematicians and teachers of the public schools in and for the State of California:

Query. Why annex ciphers to the numerator of a fraction in reducing a common fraction to a decimal, instead of 1's, 2's, 3's, or any figure of the numerical alphabet? To-wit: $\frac{3}{4}$ with two ciphers annexed to the numerator equals $\frac{3.00}{4} = .75$.

$\frac{3}{4}$ with two 1's annexed to the numerator equals $\frac{3.11}{4} = .75$.

$\frac{3}{4}$ with two 2's annexed to the numerator equals $\frac{3.22}{4} = .75$.

$\frac{3}{4}$ with two 7's annexed to the numerator equals $\frac{3.77}{4} = .75$.

$\frac{3}{4}$ with 1 and 9 annexed to the numerator equals $\frac{3.19}{4} = .75$.

Please answer why ciphers are usually annexed instead of any other figures. Also explain how the same result is obtained when other figures than ciphers are annexed to the numerator.

926 E. St., San Diego, Cal.

W. H. MASON.

[Will some of our mathematical geniuses give the explanation sought?—ED.]

 * * * ————— EDITORIAL. ————— * * *

THE State University offers opportunity to the ambitious student teacher to improve during the summer vacation. Quite a number of high school teachers are doing laboratory work there now.

AT the Republican State Convention, June 21, Samuel T. Black, County Superintendent of Ventura, was placed on the ticket as the nominee for Superintendent of Public Instruction. Mr. Black taught successfully in San Benito, Lassen, Butte, and Alameda counties. In a subsequent issue of the JOURNAL, sketches of all the nominees for this office will appear.

EX-COUNTY SUPT. ROBERT BURNS, of Placer county, delivered the memorial address on Decoration Day at Newcastle. It was a fervid appeal for manliness and civic duty and a demand that men should be free, couched in words that burn. It recalls boyhood days in the early 60's, when men's consciences were active. It is a matter of congratulation that, although lost to the work of the superintendency, such men as Burns continue by example, pen and voice to move men to right thinking and acting.

A CORRESPONDENT who is not a teacher writes: "Can a man who is an habitual drunkard hold the office of School Trustee?" He can hold it, but not discharge its duties. The Code is silent on this point. It ought not to be. There are doubtless instances in this State that are mortifying to those who hold a high conception of the schools and their management. Where the public ideal is low or the public conscience stifled by fears of "hurt to business," the law would do well to fix a standard of qualification, somewhat similar at least in morals and habit to that now required of the teacher.

W. N. HAILMAN, Superintendent of Indian Schools, has announced that the former method of examination of teachers for service in these schools has been abandoned, and that hereafter the topical method will be employed in all subjects, text-book questions to be used only to a very limited extent in a few subjects. It is obvious that this method of examination will do justice to professional preparation and experience, and will not expose the truly meritorious teacher to defeat by a merely bright high school graduate, a circumstance which

heretofore has kept many really competent teachers from applying for positions in the Indian service, although the liberal salaries paid and the comparatively secure tenure of office would render this service quite desirable. Teachers who may wish to apply, can obtain detailed instructions concerning the mode of application, the nature and time of the examinations and other matters, by addressing the United States Civil Service Commission, Washington, D. C.

At their meeting in the latter part of June, the Trustees of the San Jose State Normal Schools, in electing teachers for the next year, reduced salaries, that of the principal being cut nearly 16 $\frac{2}{3}$ per cent. In our judgment the salary heretofore paid the principal is not excessive. The management of an institution so large, so commanding, and so influential, requires an executive of experience and force and teachers of established ability. We believe that this mother of our State Normals was never more vigorous, more prosperous, more potent for good than now. If there are not enough funds to maintain it properly, paying such salaries as are commensurate with the quality of service required, the Legislature will not fail to furnish the means when the situation is fairly made known. It should be made a reward of merit, a mark of high honor, to be elected to a position in these Normal schools. Only the best should be chosen and they should be well compensated.

SUPT. JAS. A. BARR, of the Stockton schools, has prepared and published a very interesting report on city school statistics. It is a compilation of the salaries paid superintendents, principals, teachers, etc., and of other items of school expense in 210 cities of the United States, representing thirty-seven States, one territory, and the District of Columbia. The report is a valuable one, and is of general interest just now when the questions reported on are attracting much attention among teachers and school officials everywhere. In securing these statistics Supt. Barr wrote letters to all cities and towns in California having population of from 1500 up, to other cities on this coast having populations exceeding 5000, and to all other cities in the United States having populations of above 10,000. The tables in the book give summaries of the replies received, and will be of permanent value for reference. The report shows that the salaries paid teachers in Stockton are among the highest paid in the United States. The minimum annual salary of \$750 paid primary and grammar grade teachers in Stockton is next to the highest, Berkeley ranking first. The maxi-

mum annual salary of \$1,000 paid grade teachers in Stockton also ranks second. The report gives a list of cities paying the highest salaries; also details in regard to paying salaries on the basis of experience, ability and success.

WITH the next number of the JOURNAL, the Midwinter Fair will be a memory. Its audacious conception, its vigorous prosecution, its marvellous realization are at once a splendid tribute to the Director-General, to the resources and faith of our people, and to the susceptibility of foreigners to the noble contagion of our own enterprise. We cannot refer to the attractions in detail, but it may truly be said that in striking originality and dazzling beauty not one feature of the Chicago Exposition could exceed the electric tower. The grand court, with its two fountains, formed a fitting setting to this noble central star. It has not been a show simply, but a great school for young and old. It is to be regretted that the last few weeks witnessed a deterioration in the many unseemly sights and performances of the Midway. The Fair did not pay in a financial sense; to this fact, as well as the excitement naturally preceding the close, may be attributed the eagerness of the "spieler" and monstrosity showmen to turn a final penny. They literally turned their shows inside out, and bankrupted their ingenuity to catch the vagrant eye, stir the curious sense and lure the uneasy dime. These impressions will, however, fade away, and the vision of noble buildings, spacious court with green slopes, colored fountains, wide avenues, and star-lit tower remain to feed the imagination and render Aladdin's lamp and the genii of our childish awe but a far-off and feeble dream.

IT is the election season for teachers. There is no more effective stimulant to effort than the assurance that service and fitness will be recognized and exalted. This is true in every line of physical and mental activity. The consumption of midnight oil, the extraordinary effort, the privation, the patient waiting, the isolation from society are all to be compensated for by the success that is to follow. Take this from men's horizons, and the atmosphere has lost its tonic, the wine its essence, ambition its spur, hope its buoyant power. Devotion to duty is heroic, but hope for reward is natural. If promotion is to come by accident, by chance, if no just law in the matter is to prevail, and be counted upon, then we labor in the twilight with night ever near to most of us. Of no worker is this truer than of the teacher. His horizon limited by fixed conditions; a salaried employé who can eas-

ily estimate the maximum of his ambitions reach as to place, his limit as to compensation; the way should for him be left clear that he may receive the reward of his deserving. We would accord this to any class of workers; we would insist upon it for ourselves. The annual "putting up" and "putting down and out" by selfish men, great and small, who find themselves in power, may be inseparable from our system, but the practice is not the less vicious for that. Let not chance, or political dispensing of favor fix our fate, but let the best that is in the teacher have free course to attain the fullest recognition and reward.

THE report of the Committee of Ten has been read and dissected line by line by teachers of every grade and every specialty. Not satisfied with this, the July *Kindergarten Magazine* contains an article from the pen of Josephine C. Locke, entitled "Between the Lines of the Report," etc. She makes a point of the fact that of the nine sub-committees the eight that directly considered the studies of the common school were composed entirely of men; on the ninth, the Committee on Greek, was one lone woman, Prof. Abbie Leach. The writer agrees with the demand in the minority report of Professor Baker, that "*Ideals must be added to the scientific method.*" While approving its many excellent features, she deprecates the one-sidedness of the thorough-going realism of the report, and attributes the slight consideration of the influence and power of the ideal in the scheme of the committee to the manifestly disproportionate number of women contributing to the report. After descanting upon this with a keenness of wit and richness of rhetoric alike admirable, she concludes with cheerful eloquence: "So, after all, may we not take this omission of the report of the Committee of Ten as a compliment, a magnificent tribute to the divine life that resides in woman and in beauty, a recognition of their power to take care of themselves without legislation and apart from organizations? It would seem as if the masculine, the physical and the intellectual need to be propped, defended, protected and legislated for at every turn, else they would tire out in the struggle; but woman and beauty require no such assistance. 'They are their own excuse for being.' Pealing, the clock of time has struck the woman's hour. We hear it on our knees—the hour of Idealism."

SOME of the best things said recently on the subject of high schools and their relation to a system of popular education were uttered by Seth Low, ex-Mayor of Brooklyn, at the twenty-fifth anniver-

sary of the Albany High School. We take pleasure in publishing some extracts by way of animating the friends of secondary education in this State to continued and earnest effort to educate the general public in a direction so full of promise to the youth of the villages and towns of California. "I contend only, because I believe profoundly, that elementary and secondary education, as systems which have been made available to great masses of men, have followed the dissemination of light that has proceeded from the universities as light shines from the stars in the wide arch of heaven. It is the stars that have made the light, not the light that makes the stars. The importance of this fact can be readily understood. If systems of education grow from the bottom up, they may be right who contend that at a certain point the interest of the State in the education may be arbitrarily closed. But if, as it seems to me, history makes clear, the system of the lower education has followed upon and springs from the higher, then it is equally clear that any State that desires its work in elementary education to remain healthy and efficient, must be not less careful to promote and encourage education in all its higher developments than it is to do so at the bottom. You have all heard the story of St. Denis, how he is reputed to have taken his head under his arm, after his head had been cut off, and to have carried it for two miles, laying it down finally upon the site of the church of St. Denis, in which the sovereigns of France were buried for so many years. Niñon de L'Enclos was asked whether she believed such a thing to be possible. Her reply has passed into a proverb: "It is only the first step which counts." If in a human body the head were to be removed as a costly ornament, because it takes as much food to support one head as to animate two feet, the result would be to render the feet and all the other members useless. The same result would follow with absolute certainty in a system of popular education. It is altogether delusive to imagine that the interest of the State can be confined to the lower members because they are more numerously patronized. * * * The historic experience of the University of Virginia justifies the claim that it is impossible long to maintain an elementary school system worth having which does not open out into a system of secondary schools, and it is equally impossible to keep a system of secondary schools valuable for any long period if they, in turn, do not open out into the colleges and universities. The uplift of the higher upon the lower is one of the most essential truths bearing upon education. * * * The attempt to limit education by the State to elementary work would shat-

ter itself on that rock if it avoided every other. You cannot bring bright boys and girls into close personal contact with ~~human~~ teachers without finding the teachers straining every nerve to secure for their bright scholars the privileges of the best possible education. * * * If it were true that education profits only the individual who has it, there might be some force in the objection that unless individuals can obtain the higher education for themselves it is no concern of the State. But it has long ago been pointed out that a well-educated man or woman is of more value to the State than to himself. No one has expressed this thought more forcibly than did Horatio Seymour in an address at Utica in 1873. Mr. Seymour said: There is no just view of education which does not take into account its diffusive nature. But, it may be said, if all this is true, it is still best to leave higher education to private support. It will always get great aid from that source, but if it depends upon that alone only a class can enjoy it. It would leave a wide gap between the schools for all and the schools for a few. It would shut out many of the best and brightest minds, and their loss would be a public loss. It would break up the unity of our system, its broad scope, and the sympathies which should run through and permeate the whole.***

In a letter received from Professor Earl Barnes of Stanford University, who is now with Mrs. Barnes quietly settled in London for their summer's work in the library of the British Museum, we find the following interesting sketch of their visit to Shakespeare's School, which we know our readers will greatly enjoy.

Shakespeare's School.

One of the most striking buildings in Stratford-on-Avon is the curious little stone church called the Guild Chapel, on the corner of Chapel Lane and Church Street. It is a little church with a massive, square tower and a curious battlemented porch the corners of which are ornamented with what must once have been surking figures, half man, half monkey and the rest devilish; but the figures and the church itself are now crumbling into decay. Next to the little church, and joined immediately to it is a long low two-story building the lower of which was the old guild hall or labor-union chamber of the while the upper story has been used for a school for more than hundred years. It was in this room that Shakespeare received

his early education; and so, as tourists doing the town, we passed in at the iron gate, and dropped our sixpence into the little tray held out of the window on our left by a woman in charge.

"Come, whose turn is it now? Who showed the last party through?" she demanded of some four or five boys who were gathered around her, all eager to act as our guide. The one she selected for us was an excellent type of the English public school boy—manly, direct, intelligent—a fine, healthy boy.

Cap in hand, he led us into the old guild hall, and began: "Here is the hall where the guild met until it was suppressed by Henry VIII. It was also the public hall of the town, and here Shakespeare must have seen the first theatrical performances of his boyhood." It was a long, low room, twenty by forty or fifty feet, with windows across the street side, lighted with the little five by six inch panes of long ago. The oak beams overhead and the paneling were almost black with age. "Here," said the boy, "at this end you see the traces of an old fresco which was found under the whitewash a few years since, and here is some writing in the plastering which goes back to the time of Henry VIII."

Then he led us upstairs to the long, low room where the guild used to meet in the council chamber. The heavy oak table, reaching down through the center of the room, still stands where it has stood while the pocket-knives of generations carved its surface with initials and meaningless gashes. Then we went into the large room, which was the schoolroom in Shakespeare's day.

"It was in this corner he sat," said our boy "and his own bench was here until just a few years ago. Then they took it out and put it over in the house where he was born, which, you know, belongs to the nation. Of course," he continued, "they had no more right to carry off the desk than we would have to go over there and get a fireplace to put here in Shakespeare's corner." "Why did they let them do it?" I asked. "Because," said our boy, "the head master was a kind of silly old fellow and let them. But our present head master wouldn't let such a thing be done." The room was fitted with the same long desks, running across its whole width, and the same long, narrow benches, without backs, that had been there through the past years, and the new text-books lying about, with the examples on the blackboard, made a contrast that spoke of the persistence of English institutions. The teacher's desk at one end, with the broad, high-backed chair, spoke of the dignity of the pedagogue of long ago, and

the black oak beams overhead seemed to have gathered up in some dumb way a reflection of all the child-life that had passed in the room since the Great Poet studied his "small Latin and less Greek" there.

Then we went down into a little court, formed by the old guild hall, the church, the pedagogue's house, and the newer school building. It was a clean little stone-paved court, with ivy-grown walls around it, damp and cool, and rather dark, and just such as you find everywhere in England, but such as could never exist under the bright warm sky of California. Then we went up into the old pedagogue's house, where Shakespeare's master really lived, now the head-master's office, and then through the stone church out into the street. Outside the gate a group of boys was playing marbles—bright, strong young Englishmen—and as the lad who had taken us around pointed out our direction, pulled off his cap and wished us "good night," we felt that the school of Shakespeare was still in good hands.

The school goes back to Shakespeare's time in its foundation, and there is evidence that it existed in embryo as early as 1412, and before the foundation of Eaton, Rugby or Harrow. Henry VIII suppressed the guild and confiscated the estate, but his immediate successors, under the influence of the Reformation movement, founded many so-called free schools, and Edward VI re-established the school at Stratford and gave it the confiscated property of the guild. The charter which he granted it in 1553 says:

"Moreover know ye that we, being induced by the singular love and affection which we bear towards the unripe subjects of our kingdom in the same our county of Warwick, we do not a little lay to heart that hereafter from their cradles they may be seasoned in Polite Literature—going on to be more learned and increasing in number to be useful members in the English Church of Christ, which on earth we do immediately preside over, so that both by their learning as well as prudence they may become an advantage and ornament to our whole Dominions. We do by virtue of these presents create, erect, found, ordain, make and establish a certain Free Grammar School in the said town of Stratford-on-Avon, to consist of one Master and Pedagogue hereafter forever to endure."

The school has continued from that time to this, and is at present in a most flourishing condition. It is what the English call a Public School, but we should call it an Academy.

And now what did Shakespeare study in these quaint old rooms b their heavy oak beams, three hundred years ago? From the rec-

ords of the time it is possible to reconstruct the course of study very nearly as it stood in 1575. As Professor Baynes concludes:

"In his first year Shakspere would be occupied with Accidence and Grammar.

"In the second year, with the elements of Grammar he would read some manual of short phrases and familiar dialogues, and, these committed to memory, would be colloquially employed in the work of the school.

"In his third and fourth year he would take up Cato's Maxims and *Æsop's Fables*, he would read the Eclogues of Mantuanus, parts of Ovid, some of Cicero's Epistles, and probably one of his shorter treatises.

"In the fifth year he would continue the reading of Ovid's *Metamorphoses*, with parts of Virgil and Terence.

"And in the sixth he would read Horace, Plautus, and, probably, part of Persius, with some of Cicero's Orations and Seneca's Tragedies."

Shakespeare left school at fourteen, and, in spite of these six or seven years of steady Latin, his friend Ben Jonson speaks of him as having "small Latine and less Greek."

To-day, while the regular course is Latin, Greek, French and Mathematics, there is also offered a course with German, Physics and Chemistry (with laboratory), and Free-hand and Geometrical Drawing. Courses are also given in Bookkeeping, Commercial Correspondence, Shorthand and Commercial Arithmetic.

'Tis the story of English civilization everywhere. The same form—the same old oak beams and narrow desks—but infused with a new life, rich in the memories of the past, but alive with the life of to-day.

EARL BARNES.

YREKA had a great day, June 2nd, when the corner stone of the new County High School building was laid. Business generally was suspended, and the entire community joined in the celebration. There was a grand procession, headed by the Mt. Shasta brass band, and with the pupils of the public schools, the Free Masons and the Native Sons of the Golden West in line. Superintendent Kennedy, Supervisor Sleeper, Rev. George, and Hon. H. B. Gillis delivered addresses. Dr. Nutting, Grand Master, performed the impressive Masonic ceremonies. Principal Hyatt was orator of the day.

Official

Department



JULY, 1894.

J. W. ANDERSON - - - - Superintendent of Public Instruction.
 A. B. ANDERSON - - - - Deputy Superintendent of Public Instruction.

[State Supt. Anderson has prepared no report for this department of the JOURNAL this month.—ED.]

OUR LIBRARY TABLE.

MAGAZINES.

Godey's Magazine for June is beautiful in illustration and brilliant in contents. All the departments are excellent, the famous Godey fashions appearing this month under the taking title of "The Passing Show."

The Ladies' Home Journal for July, with its attractive cover specially designed by W. T. Smedley, and its admirable table of contents, is an ideal woman's magazine and worth many times its price of ten cents. Published by the Curtis Publishing Company, of Philadelphia, for ten cents per number and one dollar per year.

Our Little Ones and *The Nursery* for June has sixteen pleasing articles for the enjoyment of its readers. Every page is illustrated. Published by the Russell Publishing Co., 51 Summer St., Boston. \$1.50 per year.

The Primary School, a new magazine for the primary teacher, makes its appearance in a bright and trim June issue. It is an expansion of *The Primary School Journal*, a monthly which completes its third year of life in this new form. The first page bears a Table of Contents that tells its own tale of helpfulness, and an excellent portrait of Frebel, a brief sketch of whose life is given within. The pages are plentifully illustrated, strong with practical educational articles and primary lessons. Varied "Busy Work" is a leading feature of this journal. It is to be issued monthly, at one dollar per year. E. L. Kellogg & Co., publishers, New York.

THE Overland for July begins the 24th volume of the new series, with a special Midsummer number. This will be characterized by a number of striking

stories, a larger allowance than usual of verse, and seasonable outing articles. A short serial of Malayan life by the editor Rounseville Wildman, will be begun with four striking chapters, duly illustrated. There are a multitude of seasonable articles that justify the title "Midsummer Number" and the holiday cover.

BOOKS.

MESSRS. D. APPLETON & CO.'s catalogue of their publications comprises a list of about four thousand volumes, and embraces every department of knowledge. To facilitate convenient reference to so large a book-list, and for the benefit of students pursuing special lines of investigation, Messrs. Appleton & Co. have prepared topical lists of their books. These lists have proved to be of much advantage to librarians, teachers, and students generally. They have especially selected lists of books also, graded and indexed for school library purposes, and to supplement class-room studies. An extensive selection of the publications of this house was made for the World's Fair Model Library, now on permanent exhibition in the United States Bureau of Education.

DURING the coming school year Messrs. Houghton, Mifflin & Co. will issue in the Riverside Literature Series many numbers containing master-pieces of well-known American and English authors.

D. C. HEATH & CO. have just published a Laboratory Manual in Elementary Biology, being an inductive study in animal and plant morphology designed for preparatory and high schools, by Emanuel R. Boyer, instructor in Biology, Englewood High School, Chicago, and Lecturer in Biology at the University of Chicago.

D. C. HEATH & CO., Boston, have in press for immediate issue in "Heath's Modern Language Series," Freytag's "Rittmeister von Alt-Rosen," with introduction and notes by Professor J. T. Hatfield, of Northwestern University. This interesting historical novel is at once valuable from a literature and historical point of view, and exceedingly useful as a text in somewhat advanced German, combining as it does information about the time of the Thirty Years War, with thrilling fiction.

D. C. HEATH & CO. have published a "History of the United States," by Allen C. Thomas, Professor of History in Haverford College, Pa. The aim of this work is to give the main facts of the history of the United States clearly, accurately, and impartially. Throughout special attention is given to the political, social, and economic development of the nation. In the treatment of war periods stress is laid upon causes and results rather than details of battles. The book is well furnished with maps and illustrations which are from authentic sources and are frequently reproductions of contemporary prints.

GRIMM'S FAIRY TALES. Edited by Sara E. Wiltse; two volumes. Stories illustrating kindness to animals and the unity of life in a variety of conditions are collected in the first volume with such type, pictures and arrangement as will appeal at once to the youngest readers. A wider range of subjects appear in the second volume, but the same adherence to moral values is observed; the cruel step-mother, the successful trickster and the amply rewarded shirk, all being eliminated. Some stories valuable to the student of classic myths but of doubtful worth for children have been entirely omitted. Ginn & Company, Publishers.

GINN & Co. announce the speedy publication of "Frye's Geographies." It is claimed that this series will mark the first forward step in geographical textbooks for twenty years.

AMONG the valuable books for teachers, published by the American Book Co., are "School Management," by Emerson E. White, price \$1; "Contributions to the Science of Education," by W. H. Payne, price \$1.25; "The Science of Education," by Francis B. Palmer, price \$1; "The Elements of Pedagogy," by Emerson E. White, price \$1. Single copies of any of these books sent by mail, postpaid, on receipt of the price.

MESSRS. HOUGHTON, MIFFLIN & Co., of Boston, New York and Chicago, have just issued a very interesting pamphlet of 32 pages, entitled "Good Literature." It is divided into three parts. The first part contains the opinions of eminent men who favor the use of literature in schools. In part two are given the methods of using literature adopted by leading city superintendents of schools. The third part contains a graded list of literary masterpieces suitable for school use. Send to the publishers for a copy of this pamphlet, which will be sent free on application.

MESSRS. D. C. HEATH & CO. have now in press a "Laboratory Course in Physiological Psychology," by Dr. E. C. Sanford, of Clark University. All those that have attempted to make of the teaching of the "new psychology" something more than a new kind of text-book work have had painful occasion to learn the need of such a course.

HOUGHTON, MIFFLIN & CO., have just issued as extra No. 62 of the Riverside Literature Series (15 cents) the first five chapters of a new "History of the United States for Schools," by John Fiske, with auxiliary matter by Frank A. Hill.

D. C. HEATH & CO., Boston, have recently completed and published the "Educational and Industrial System of Drawing," the author of which is Langdon S. Thompson, now supervisor of drawing in the public schools of Jersey City, N. J., and formerly professor of drawing in Purdue University, Indiana. The strong features of the books throughout are their practical character and the successful way in which the author has arranged for the expression of thought in drawing.

SUPT. E. HUNT, formerly Principal of the Girls' High School, Boston, has prepared a "Concrete Geometry for Grammar Schools," which will shortly be published by D. C. Heath & Co., Boston. The book is intended to give exercises, definitions, and rules by which the pupil can construct his own diagrams and work out his own demonstration.

MYTHS OF GREECE AND ROME. By H. A. Guerber. Published by the American Book Co. Attention has already been called to this charmingly written book. A knowledge of classical mythology is essential to the teacher, and we suggest a study of this interesting work. Price \$1. American Book Co., S. F., N. Y.

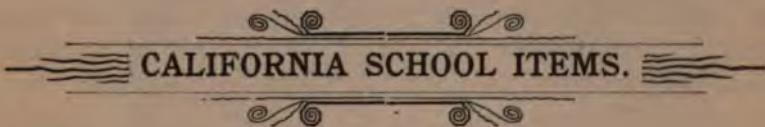
NATURE MYTHS AND STORIES is a delightful book for young children. It is bound in board covers (cloth back) and lists at 20 cents, or 15 cents each in lots of 50 or more. The paper cover is 15 cents, or will be sent for 10 cents each in lots of 50 or more. Address, A. Flanagan, Chicago.

LESSONS ON THE CONTINENTS. By Eliza H. Morton. This little work contains 72 pp., of Methods of Teaching, Lesson Outlines, Comparisons and Contrasts and Interesting Facts about each of the Continents. Each Continent is treated under the separate heads as given above. The book will help wonderfully in teaching the Continents. Price 20 cents. A. Flanagan, Chicago.

GIBSON'S CHART HISTORY OF THE CIVIL WAR. By J. W. Gibson, soldier through the entire war and now a prominent Illinois teacher. The events of the period from 1861 to 1865 were so stupendous that our school histories can afford the space merely to touch the most important events. This book is supplemental to all U. S. histories. It is invaluable in teaching of the Civil War. Its 18 chart maps show at a glance the movements of the Union Armies for each year. It should be in your library. Price, 75 cents. Published by A. Flanagan, Chicago.

WELL'S REVISED GEOMETRY is practically a new book. It contains many important improvement and sixty per cent. more original exercises than the original edition. A careful examination leads to the conclusion that it is the best text-book on Plane and Solid Geometry that we have yet seen. The printing and binding have been elegantly and substantially done by the well known publishers, Leach, Shewell & Sanborn, Boston, New York, Chicago.

SCHILLER'S "Maria Stuart," edited with introduction and notes by Lewis A. Rhoades, Cornell University, has been published by the same firm. This helpful text-book is one of Heath's Modern Language Series, and as an introduction to the study of the German Classics, it fulfills most completely the requirements of the teacher. Biographical and historical notes are somewhat full, and grammatical references numerous and valuable. The price is 65 cts.



CALIFORNIA SCHOOL ITEMS.

NIPOMO has voted \$2000 bonds for school purposes.

THE Gordon Valley school-house, Napa county, was destroyed by fire June 12th.

J. D. SMITH, formerly of Livermore College, is the new principal of the Livermore public school.

\$5,000 BONDS have been voted for the erection of two new school houses in the colony at Dos Palos.

PRINCIPAL W. F. RINGNALDA, of the Merced Academy, has been elected principal of the Merced public school.

MISS LUDO WHEELER, one of Fresno county's teachers, was married June 6th to Mr. W. H. Wilber, of Fresno.

MISS EMMA L. HAWKS, Preceptress of the Los Angeles State Normal School from its founding, has resigned her position.

SAN TOMAS SCHOOL DISTRICT, Santa Clara county, has voted \$3000 bonds for the purpose of building a new schoolhouse. Prune Dale District, in the same county, has voted \$900 bonds for school purposes.

SANTA CRUZ has already organized general and executive committees to make arrangements for the meeting of the State Teachers' Association to be held in that city next December. Senator Burke is chairman, and Superintendent Linscott, secretary.

BERKELEY holds an election July 7th for the purpose of determining the question whether a High School shall be established and maintained in Berkeley under the provisions of the laws of the State. This is simply an election to place the present High School under the State laws, so that there may be no question as to the legality of using the school funds in maintaining it.

THE first commencement exercises of the Santa Maria Union High School took place in McMillan's Hall, Santa Maria, June 8th. Professor W. H. Hudson, of Stanford University, delivered the commencement address. George Merritt gave the address of welcome and Miss Zora De Witt delivered the valedictory. Under the zealous charge of Principal Faber, the Santa Maria High School has taken a leading position among the Union High Schools of the State.

THE boys' library of the Silver Street Kindergarten Society, of San Francisco, in its second year, has enrolled 1050 readers, the daily attendance averaging sixty boys, of all ages from five to twenty-one years, no one being denied an entrance who is willing to comply with the simple requisites of cleanly appearance and good behavior. All the current books of interest and profit, and some of the standard works, have been diligently read and studied. During this year of stress, when men have been without employment, the library has been of great service in the homes of the boys. The lads have tried to select "books that father would like," and often asked advice in the matter. The girls, too, have eagerly read their brother's books, and manifested so much interest in the library that arrangements are hoped for in the future that may give them a personal share in its benefits.



A BIT OF THE McCLOUD RIVER.

By permission of the *Overland Monthly*.



A PACIFIC COAST INDIAN.

By permission of the Overland Monthly.

SANTA CLARA COUNTY
TEACHERS' LIBRARY
No.
THE
PACIFIC EDUCATIONAL JOURNAL.

Official Organ of the Department of Public Instruction of California.

VOL. X.

AUGUST, 1894.

No. 8.

CURRENT EDUCATIONAL THOUGHT.



THE fundamental idea of teachers' meetings is to get each and every teacher to contribute his or her best thought and experience for the good of the whole. This can be done if they are encouraged to answer: 1. Give the details of your work in reading. 2. What are the principles underlying the method you use? 3. What are the results? 4. How do you propose to improve your work? 5. Where have you found the best work in teaching reading? 6. What is your motive in teaching reading? 7. Should there really be two motives in teaching any subject? Thousands of teachers who now keep silence in teachers' meetings could be easily made efficient teachers of teachers by being drawn out on such questions.—FRANCIS W. PARKER.

THE modern science of geography is now a sealed book, not only to the teacher, but to the great majority of university students as well. But the rank and file of teachers are beginning to pry at its lids, and this disposition I believe is the wedge that, sooner or later, will open the way to reformation. Reformation in geography teaching is certainly needed, but it should begin with the reformer. If the teachers who compose the rank and file are once impressed with the fact that they need knowledge rather than a method, they will promptly set about acquiring it. Considering his starvation wages and his very slight hold upon his position, the average school teacher is decidedly a remarkable character. He may be a trifle narrow-minded, but he commonly has greater breadth of character than the people among whom he lives. Once impress him with the fact that he needs development and he will willingly undertake the task himself. The study

of any aspect of nature tends to broaden character, but I know of nothing that will so thoroughly put one *en rapport* with the broader intellectual life as the study of physiography—the story that nature has written in the Great Stone Book.—J. W. REDWAY, Mount Vernon, N. Y.

WHEREVER the children lose interest in school work, they do so through the teacher, and wherever they become interested and enthusiastic they do so through the teacher. There is no other way. A school is worth exactly as much as its teacher.—DIESTRRWEG, the great German educator.

IT is, I think, axiomatic that any attempt to erect a professional or special structure upon any foundation other than more or less thorough grounding in general knowledge will produce a more or less abnormal structure. The boy who enters a law school, or medical school, or normal school insufficiently educated in the generalizations which should form the basis for such special work is, I think, more or less permanently dwarfed by such action. Certain it is that no profession suffers so much from this dwarfing process, resulting from the entrance into a profession without a basis in the form of a preparation in general culture, as that of the teacher. The inevitable tendency of any attempt to specialize work on the part of any one who has not had general training will be to make that individual formal, pedantic, narrow.—SUPT. F. A. FITZPATRICK, Omaha.

WE have made an advance recently in Berkeley that I fear is not well understood at large. It is, in a word, the differentiation of technical courses from general culture courses and the enlargement and liberalization of the culture courses. But, in my opinion, neither our own nor any other university in America has given its thought to the most essential questions of modern education. These are the determination of what may be called the intermediate purposes of college education, the redistribution of subjects, and above all the reweighing of educational values. The time of readjustment is at hand, and the university of the future must be ready to adapt itself to this readjustment. We are scarcely longer concerned with the university of the nineteenth century. We must be laying the foundation of the twentieth century.—PROF. WM. CARY JONES, State University, Berkeley.

CULTIVATE the practical, but never loose hold of the spiritual.—ORACE DAVIS, Ex-President University of California.



GENERAL DEPARTMENT

Vocal Music in the Whittier State School.

BY MISS S. I. MORGAN, INSTRUCTOR.

[Read Tuesday evening, July 10th, at the regular monthly meeting of the Officers' and Teachers' Association of the Whittier State School.]

It would be perhaps possible under the subject of vocal music to produce an essay on the art and science of music in its widest, deepest and most abstruse sense—for music may well be considered as always and intrinsically vocal, even instruments are used to voice its varied and intricate melodies and harmonies. "Make your piano, your violin sing," says the master of these instruments. "The pianos from this well-known factory are remarkable for their singing quality," says the advertiser of pianofortes.

It is not difficult to imagine even in the instrumental masses of the grandest symphony, the mingling of voices of infinite variety and quality more or less subordinate one to another. Sometimes they blend in accompaniment to a single solo-voiced instrument, or a duet, in which two of widely different tone quality sing to us of that which cannot be told in words.

It is a question upon which we need not enter, whether in the high ethereal language of such voices a more lofty musical meaning may be expressed and apprehended by those who have learned to listen for it than is possible with the human voice and with the help of words, though modern musical writers are boldly asserting the perfect independence of Music as an art, and the highest of all, not having need of the aid of her sister, Poetry, who has heretofore joined hands with her.

But the public and many critics deplore the tendency in modern music, where ponderous orchestration now often seems to give the human voice an equal or even a subordinate place among the voices of the instruments. In fact, the public and the majority, I believe, of musical critics, demand that the human voice shall be the favorite medium for musical expression. The nameless charm of what we will now call pure instrumental music, may indeed call forth a response in

every one possessing a truly musical organization—I speak now of what is inborn, without reference to culture—but, even among the emphatically unmusical, how few are insensible to the fascination of songs with words—from the human voice, or what we are wont to call vocal music.

In the concert hall or opera, let us suppose that the orchestral overture, unless it has been full of rhythmic melody, in other words, song, has been really enjoyed mainly by musical experts. But how quickened is the general interest when the singers finally appear to render intelligible to the majority the pleasure until then only vaguely experienced in the sounding harmonies! While the tone quality of the voices awakens sympathy and feeling, the words now open the subject to the understanding of all.

Here, then, we come to that in music which reaches all the world, and not merely a cultured few, and to a form of expression which all may use. The merest child who has not yet mastered baby talk may sing a song with his tiny voice. That song may please and touch a great master, for such are the kernels from which great musical works grow. The people's melodies of all nations, the songs which spring from their hearts and lives, can be traced to the art of none of the musically learned. "The sweetest airs in music are made by a kind of felicity and not by rule," says Lord Bacon in his essay on Beauty. These folk songs we often find, in their gaiety or sadness, are the themes of great master works.

THE SONGS OF TOILERS.

The songs of those who toil with their hands always strike the ear pleasantly. We will assume that they are comfortably fed and clothed, and have been well helped to learn the important lesson "how to make an honest living with their hands," but if they bend in silent concentration over their work, we cannot know how oppressed may be the spirit within. Let this once take flight in a gay or lusty song and we are sure that the soul is healthy, courageous and free—not chained to the washtub or the broom, the pick-axe or the plough, not brooding with thought of some unlawful rebellion against the stern necessities of life. Is it not easier to teach our lessons of liberty to those who can sing her songs from free and happy hearts?

"A heart that o'er its labor sings,
A heritage, it seems to me,
A king might wish to hold in fee."

In the working communities of England the young men and wo-

men from factory and mill gather, after the day's work, under competent instructors and leaders, to learn to sing the great oratorio choruses. The training is so thorough, and the singing so well done, that the English oratorio festivals have gained a world-wide reputation, and music lovers from far and near gather to hear these interesting performances, "which are," says an eminent writer, "upon a scale of grandeur, magnificence, precision and perfection hitherto unattained and completely unknown elsewhere."

Those who have given encouragement and support to such grand work have recognized an important law of our existence, that the material and muscular part of man's nature will not flourish and do its best if the spiritual and aesthetic is left to starve, languish and die for lack of nourishment.

In the great crises of men's and nations' lives, in fierce struggles for country, liberty and principle, what better spur to flagging courage, to the weary and faint-hearted, than the battle hymns and war songs of the nation? What more surely stirs enthusiasm to so lofty a flight as to unite with the thrill of faith and hope in some high idea, as by an electric current, a whole people to action. Then it is that the grandest deeds are done.

It was in recognition of the power of the people's songs that the French Government sternly forbade the singing of certain ones, among them the Marseillaise, at the time of this nation's supreme and bloody struggle for liberty.

I have not spoken especially of the songs of religion, of home, of patriotism in peace. Their power to encourage, cheer and soothe reaches everywhere.

Unworthily and ignobly used, song has also its power for evil, like and in company with language its low slang, like literature its trash, which it belongs to us in part to combat and oppose.

Our boys and girls must and will sing. Those who are musically inclined—the proportion of these is as large here as among any schools of young people—need to sing as they need fresh air and sunlight. Perhaps those who are not inclined, who are moodily unwilling, need also the power of song to help in setting free their darkly imprisoned minds and hearts.

It is well that we consider and discuss the important question what and how they shall sing. Let us try to give them songs containing true inspiration and sentiment to elevate the soul, of gaiety and humor to animate and divert, and let us discourage the rattling dog-

gerel and sentimental drivel too generally recognized as music; these young minds are quick to distinguish the difference and are ambitious to do what is worth while.

AMERICA'S POVERTY IN MUSICAL LITERATURE.

As a people we are not rich in musical literature, even in popular melodies with a distinctly national flavor—only the negroes have shown characteristic originality in this line—so that our better collections of songs for the young would be poor indeed if not liberally supplied from the treasures of Germany, Italy, France and Great Britain. These countries cherish and foster as priceless possession young artistic and musical genius which is often educated at the expense of the government, while we are still over-valuing the mere material comfort and luxury our health may afford as of more real value than art. To-day the power of many is being brought to a sharp and bitter test. It is well to prove its power, since the desire to possess it has crowded out many a noble aspiration in every class of society. The songs of the people's creation must proceed from tranquil, happy hearts. Music cannot flow freely from restlessness, discontent and suffering.

As to the voice-training necessary to the achievement of even fairly good singing among our boys and girls, fortunately it is easier to produce something resembling a tune with the voice, even if it be uncultured, than by any other means, but the bad habits in the use of the voice in speech so common everywhere, the crude ideas or total lack of ideas as to what is musical tone, are formidable obstacles to meet. It is in early childhood that the vocal organs form their habits, and if these are wrong and false, time and painstaking practice are necessary to correct them and to form new habits of vocal precision. Still the results of the little and imperfect work we have tried to do toward improving and refining are certainly encouraging, and reflect credit upon the natural musical intelligence and enthusiasm of the children and their desire to do the best with their opportunities.

More time and more effort to help them in this direction could be expended with profit and with cheering results. The boy or girl who has found the power to sing has discovered a new source of relief from the discords of life, a new source of gladness and of aspiration toward good. Let us help and encourage them to sing—

"Sing till they feel their hearts ascending with their songs!
Sing till the thoughts of sin depart,
And hope inspires their tongues!"

Handsome Teachers.

BY A HOMELY ONE (C. M. DRAKE.)

The fiat has gone forth from scientific physiognomists, and the homely schoolteacher is doomed. Beauty is an indispensable requisite for the new education, and I am not up to the 85 per cent. Unconscious imitation of facial expression by pupils is the latest discovery in pedagogics, and I am taking lessons from a Delsartian Professor of Facial Contortions, so that I may be prepared to talk with proper expression on this last fad of educators.

We have had a government of the rod, one of moral suasion, and now we have progressed to one of reflex imitation of the teacher's changes of countenance. I am collecting a series of photographs of teachers, which shall illustrate the reasons why so many fail in government. I tell stories of childish scrapes and misdeemeanors, and then photograph the look on the teacher's face, and as a companion picture I have the photograph of a sensitive child with the reflex look produced by the unconscious imitation of the teacher's look, mingled with the natural resentment which the child feels at being misunderstood. I shall call them my psycho-physiognographical series of apperceptional reflexo-imitative misanthropology, and the series will be sold only by ten cent coupons attached to the leading educational journals.

For some time past I have been conducting a series of experiments with the strange children I meet in the street, to ascertain the strength of the reflex expressions I am able to produce. But in the interests of strict scientific truth I feel bound to confess that the same or similar results do not follow with different children. For example, I smile my most charming smile, which I have been practicing before the looking-glass for the last month. One boy looks up at me, with the pretty dimples deepening in his white cheeks, a girl turns up her saucy nose and tosses her impudent head, while a baby is moved to the most unearthly howls, which bring the indignant mother to the baby carriage with a look of manslaughter on her face as reflex action; and I beat a hasty retreat, with a feeling that the thorns in the path of the original investigator are large and numerous.

Photographs of teachers must now accompany all applications for positions in schools. More than ever will the ancient request of the photographer to "look pleasant" be in order. Children see their

teachers for six hours a day. As it is undisputed that those who live together grow to resemble one another so it is of prime importance that a teacher should be handsome good-natured and bright looking. It also follows, as a matter of course that no teacher should be allowed to continue teaching for more than a few years, for constant association with children will give a childish expression to the face of the teacher, which will naturally serve to weaken her authority.

When the State Board of Education gets ready for a book on Morals and Manners, I have one which will undoubtedly fill the bill. It is entirely made up of pictures of the appropriate antidotes to evil passions. Is a child obstinate—I turn to a picture of Entire Submission, which is put before the child, and he becomes a lamb in a few minutes, his expression telling when the medicine has not had the proper effect. Is he lazy—pictures of Energy and Industry soon stir him up to vigorous action. In the Reader of my early childhood was a picture of a boy up an apple tree, while the owner of the apples was stoning the boy from below. A savage dog was waiting for the boy to come down. I have never since climbed another person's apple tree without looking carefully around for the man and the dog. Thus we see how lasting are the effects of pictures, and how much more must be the impression of the live teacher, and how important the question of her looks.

Then there is the reflex action of the schoolma'am's looks upon the young and unmarried trustees. Of course, school comes first, but the future well-being of the unmarried trustee is to be considered also.

There have been some objections to city schoolma'ams for country schools. This is wrong. Sarah Jane needs the city polish that Miss Highflier brings out from the metropolis, and though the latter may not know a turnip from a potato until it comes on the table, the reflex action of the airs and graces of Miss Highflier will do Sarah Jane untold good. The beauty that lies in even the pomade pots and powder boxes of the teacher will be spread out for Sarah's education, and have their effects upon her face. She may not get very deep in compound numbers, but she will assuredly graduate with high honors on the subjects of cold cream, lemon juice and bangs.

Male teachers are nearly out of fashion, any way, but it is plain that the few who remain in the profession must shave after this. For how can the boys get a proper reflex action from a mass of hair covering the most expressive portion of the face?

The alarming growth of weak eyes and shortsightedness has been attributed to the effects of bad print, defective distribution of light, tobacco, and other causes. I claim it is due to the increase of the schoolma'ams who wear glasses. When the full effects of reflex sympathy is understood, it will be easy to see that the wearing of eyeglasses must increase in geometrical proportion. And this even if we make no allowance for the aristocratic looks of gold glasses.

But enough has been said to show the scientific trustee that it is his imperative duty to employ, in the future, only those schoolma'ams who are beautiful. Fortunately their number is sufficient, but we who have not beauty—we are not in it. You are right—we are left.

Tacoma, Wash.

Corporal Punishment.

ITS PRESENT STATUS IN THE UNITED STATES AND ABROAD.

Corporal punishment is forbidden by State law only in the State of New Jersey. There is no penalty affixed, but a teacher may undoubtedly be removed for violation of the law.

So far as can be ascertained, corporal punishment is not forbidden by the rule or regulation of any State Board or Superintendent.

The teacher is enjoined to exercise judgment and moderation in punishment, by instruction of the State Superintendent in Illinois. But this may always be considered as implied, whether specifically expressed or not.

The law of Washington subjects a teacher who administers undue or severe punishment, or inflicts punishment on the head or face, to a fine not exceeding \$100.

CITIES.—Corporal punishment is forbidden in New York City, Syracuse, N. Y., Cleveland, Ohio (except in boys' schools *i. e.* for incorrigibles), Toledo, O., Oshkosh, Wis., Chicago, Ill., New Orleans, La.

In Philadelphia corporal punishment is not resorted to, but there is no regulation against it; simply disused.

Board of Education of Newark, N. J., permits principals to inflict corporal punishment for willful insubordination (State law notwithstanding).

In Keokuk, Ia., the written consent of the parent must be obtained.

Many cities provide that no one but principals shall inflict corporal punishment. Several prohibit it as to girls only. It is a general rule that each case be reported to the superintendent with details.

FOREIGN COUNTRIES—England—Local control in matter of punishment. Corporal punishment is very generally employed, but is guarded in many ways. The London Board prohibits any but head teachers from inflicting it, and requires a detailed record of each case.

France—Corporal punishment is strictly prohibited.

Norway—Corporal punishment is on no account to be inflicted on girls over ten years of age.

Denmark—Four strokes of the ruler is the extreme limit allowed by law in any one case.

German Empire—The different States permit corporal punishment, but it is generally hedged in with limitations—is not encouraged. In the Grand Duchy of Saxony girls are exempt, as are also all children in the two lowest grades. In Anhalt girls may be punished only in extreme cases. Only a slender cane may be used in any case, which must not be held in the hand except when used for punishment. In Bremen children under eight years may not be whipped. The approval of the principal must be obtained for the punishment, which is never to be administered before the assembled class. In Hamburg the cane is kept under lock and key, and can be obtained only from the principal. The severe punishment (there are two grades) must not be inflicted upon children under eight, or upon weak and sickly children. In Hessen only a slender stick may be used. Girls and children in the first two grades are exempt. In Lubeck girls and weakly children are exempt. In Oldenburg girls and weakly children under eight. And so on.

A record is nearly always required to be kept. There are often two degrees of punishment. The slight (on the hand) and the severe (on the back or seat).—*School Board Journal*.

A striking incident from Sir Edwin Arnold's recollections as a schoolmaster:

That detestable implement (the cane) used to be duly placed on all the desks of the masters along with the inkstand and class-list, always to my profound disgust, for he who cannot teach without the ~~ck~~ had better get to some other business. But the thing always lay ~~re~~; and one sultry afternoon, when Birmingham outside was blazing ~~e~~ one of its own blast furnaces, and my young brassfounders were

all languid with the heat and the involved rhetoric of Cicero, I myself being possibly at the time a little dyspeptic, there was a disturbance of order near my chair. "The sight of means to do ill deeds makes ill deeds done," as Shakespeare truly writes; thus it was that I caught up my cane and gave a hasty cut upon the too tempting back of one youth who seemed the offender.

"If you please, sir!" said the boy, squirming, "I did nothing! It was Scudamore that kicked me in the stomach, underneath the desk!"

Now, it is obviously difficult to pursue the study of "De Amicitia" quietly and satisfactorily if you be interrupted in such a manner; and inquiry revealed that the statement was indeed true. Scudamore had demanded from his neighbor, quite illegitimately, the explanation of an obscure passage, and not being attended to, had taken this much too emphatic means of enforcing attention. Meantime the most guilty party appeared to be myself, and, having called the class up, I said to the doubly-wronged boy, who was still "rubbing the place":

"It is I who am most to blame, for having dealt you an undeserved blow. Take that cane, and give it back to me as hard as you got it."

"Ah, no, sir," the lad answered, "I can't do that."

The whole great schoolroom was now listening, masters and all, and the scene had become a little dramatic and important. It was necessary, therefore, to go through with the matter, and I insisted.

"Jones, you must do as I tell you. I insist. It is the only way in which we can all get right again."

"I really can't hit you sir! It didn't hurt me so very much, sir! If you please, I don't want to do it," said Jones.

"Well," I replied, "but you must obey me; and if you disobey I am to say that I shall make you write out that page of Cicero three times, staying in to do it."

Whether it was desperation at this dreaded alternative (for it was cricket time), or whether it was that the sparkling eyes of his class fellows around him, all evidently longing to have the good luck themselves of "licking" a master, suddenly inspired Jones, I know not. What I do know is that he reached forth his hand, took the cane, and dealt me no sham stroke, but the severest and most swinging cut over my shoulders. I had no idea that the ridiculous implement could sting, as it did, like a scorpion. I had never once been caned or flogged at school, nor had ever received a blow of any sort which I did not promptly return. Consequently the sensation was something

of a revelation, and I could well understand at last how mortally boss must hate forever and ever the "glories which were Greece, and the grandeurs which were Rome," when they are recommended to their unwilling intellects by these cowardly and clumsy methods.

"Rubbing the place," in my own turn, I managed to thank Jones for his obliging compliance, and then said to him:

"Break that detestable weapon across your knee, and throw it out of the window. Never again will we have anything to do with such methods here."

Pertinent Questions.

BY C. H. MAXWELL, BURROUGHS, CAL.

California expends large sums yearly for the education of her children. The very best teachers are employed, fine buildings provided and expensive apparatus supplied. Are the results in proportion to the outlay? Are the children better prepared to fight their way through life than were their Eastern progenitors with fewer advantages? Have we sacrificed a good deal of the practical part of school work in acquiring "book learning?" Have we overlooked many important, practical lines of instruction not found in text-books?

The duty and object of the common schools is to prepare the common children, the masses, for citizenship, to make sturdy men and women of them, citizens who must be the foundation and bulwark of our free institutions. Now the question is, are we doing it? Are the methods we use best calculated to subserve these purposes? Are we building strong, energetic, progressive, independent, business men and women? Are not too many of our teachers' heads fuller of algebra and rhetoric than they are of practical every-day knowledge of how to instruct the children in "political economy"—the knowledge of "getting on in the world?" In other words, how to conserve their nickels and dimes or any resources they may be in possession of, whether money, books, clothes or time?

One of California's leading interior papers said, editorially: "California's common schools turn out a population of spendthrifts." While this is a dark indictment, it nevertheless has a great deal of truth in it. But the fault does not lie so much in the public schools as it does with the parents and habits of the children. There is little in the schools in themselves to produce prodigality, except supplies furnished free of cost. The child, from his first day at school is tacitly

taught to expect something for nothing, and thus instill wrong ideas in his mind. And it lies properly within the province and power of the common schools to check this tendency to squander resources.

Californians are "climatically" generous, yet there is the "old spirit of '49" still lingering in every nook and corner of the State. This spirit is commendable, but the changed condition of affairs renders it impolitic. An ounce of gold and a dollar for a pound of flour are no longer realities. But, slowly and surely, we are coming to the Eastern standard, or even less, for the production of our forests and soil, and it is politically necessary that we adapt ourselves to this new order of things, and accommodate ourselves to the inevitable.

It is unnecessary to discuss why or how "the advent of railroads, telegraphs and steamships has leveled the world." But, in spite of "tariff walls" and "Coxeyism" and all legislation, we are surely and inevitable settling to the level of the world. We can never sink entirely to a level with surrounding countries, Europe, Asia, Spanish Americas, on account of the superiority of the American race, but we are coming to our proper level in the gradations of the human race. And we can't help it, any more than water can help finding its level. Shall we make that "level" high? Are we doing it? Are our public schools working in a spirit and manner that produce citizens capable of competing with the human race in intellect, morality, business capacity, mechanical skill, and domestic economy?

In proportion as these attributes are high, in that degree shall we be able to lead all nations in prosperity and internal tranquility. And in proportion as these essentials are low in standard, in that degree will our level be low, and foreign nations approach us.

SOME of these days we will have arithmetics without rules and explanations; with examples really graded; with seat work and class work properly distinguished; with problems for real original thought apart from those which are for acquiring mechanical accuracy and speed; with useless tables and operations omitted; with a constant insistence on illustrative original drawings; with plenty of work in conventional geometry; with frequent calls for original illustrative examples; with bookkeeping and business forms as an integral part of the practical arithmetic; and last but not least, with the right kind of a teacher behind the book, ready and able to supplement the book by those things which no arithmetic can contain.—C. M. DRAKE.

METHODS AND AIDS.

A Study of Children's Own Stories.

BY CLARA VOSTROVSKY, LELAND STANFORD JR. UNIVERSITY.

From the beginning of my work in reading with children, between the ages of six and eight, in the experimental school here, I have felt that the majority of children's stories are not written so as to appeal most strongly to them. But how remedy this? What elements appeal, and what elements do not to young children? Coming into contact with their own spontaneous stories made me feel that probably the best solution would come through a study of these stories.

Few persons probably realize the great difference there is between a child's way of telling something, and the way most stories of similar things are told by older persons for children. Let me give two examples showing this. First, a child's description of a little garden party; second, the same thing written up briefly for children by an older person.

THE CHILD'S STORY.

"Once I went down to see Alice Perkins. She has a goat, lots of chickens, and a rabbit, and she has a little cart for the goat and a great big yard in which there is a horse and a carriage and roses and geraniums and lots of flowers. We made these flowers into wreaths and put them on. Then Mr. Hughes came and took our photographs, and one of the Gilman girls came over also, and sat down in a beautiful place with flowers all around her. After that we had refreshments, and then went home."

THE STORY FOR THE CHILD.

"One day I went to a little garden party given by one of my friends. It is always a delight to visit this friend, for she has so many nice things which one can enjoy. There are cute little chickens, goats and white rabbits, and such beautiful flowers in the garden. We amused ourselves by making wreaths of the flowers, which we put on, so that we must have presented a very picturesque appearance. Later, there in the bright sunshine we had our photograph taken, one of the

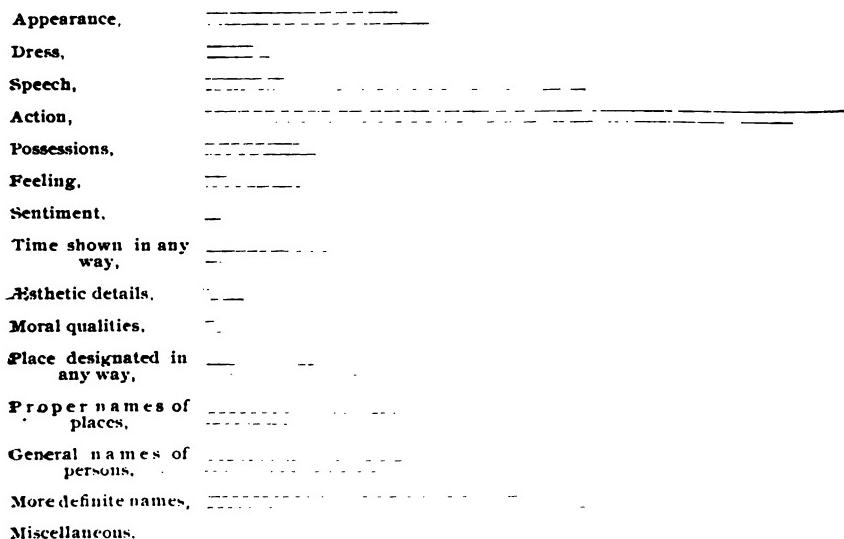
girls dressed all in white, acting as May Queen. Just before we went home, a delightful meal was served us. It will be a long time before I forget that pleasant afternoon."

In comparing the two, the difference between them is at once apparent. In the child's story no sentiment is expressed, nor are his own feelings referred to in any way. There is little of the æsthetic, no description of dress or persons, and not general, but definite names are used by him. On the whole the child confines himself to facts; the life itself speaks for him. He has not yet learned that one can be in active pleasant circumstances, and not be happy. So he does not mention his feelings, since to him they are self-evident. Besides, he has not yet reached the unfortunate stage of thinking of them.

I have collated fifty-six children's stories—thirty-two by boys and twenty-four by girls—representing over a term's work. These stories were told, not written by the children at school, they being allowed perfect freedom in telling anything they wished, the stories not being criticised in any way. After being type-written, they served for the next day's lesson. Forty out of the fifty-six stories are either about the child himself or about other children, one is about older persons, and fifteen are about other subjects. These other subjects have, however, in every case the child himself more or less closely woven in with the story. For instance, a story of a snail ends up with: "I have caught many snails. That is how I learned about them, and once when I—" etc. Forty-nine of the stories are true, only seven imaginary—three among the boys and four among the girls. Only eleven dealt with every-day subjects, things of common occurrence with the child, while forty-five, classifying rather loosely, perhaps, deal with unusual events, trips, parties, and so on. The difference in the numbers is a striking one.

Now as to the charting of these papers. I have marked down not the actual number of characteristics, but the different characteristics appearing in one paper. Thus the greatest possible number appearing under any head is fifty-six, the number of papers. I have classified the papers under *Appearance*—"A snail's shell comes to a point;" *Dress*—"Helen was given a new pair of shoes;" *Speech*—"John called out: 'Are you looking for your rabbit?'" *Action*—"We played ship;" *Possession*—"Alice has a goat;" *Feeling*—"My grandfather has a horse, which I like to ride;" *Sentiment*—"My dog is a dear old dog;" *Time* (shown in any way)—"Last Sunday." *Æsthetic details*--"One day when the grass was green;" *Moral qualities*—"Mr. M—

is a polite man, because—;" *Place* (designated in any way)—"The girl lived in the woods;" *Proper names of places*—"We went to Palo Alto;" *General names of persons*—"A little boy;" *More definite names*—"I went to see Mrs. Jones;" and *Miscellaneous*. Below I give the results in chart form, reduced to the same denominator. The lower line represents the girls, the upper line the boys.



From this we see how very large a place *action* and *names* play in a young child's interests; how small a place *feeling*, *sentiment*, *aesthetic details* and *moral distinctions*. This agrees perfectly with the studies on children's definitions and drawings made by Professor Barnes, and other recent studies on children. No great difference is shown in the chart between boys and girls, although boys seem to care a little more for action, while girls care decidedly more for what is said.

If one may draw conclusions from so few papers, and the tendencies are so marked I believe one is justified in doing so, stories for children should be true stories of child-life, dealing with the holidays and other rather unusual events within the reach of children. The story should be mainly confined to action, with little description of persons or feelings. *Aesthetic details* and *moral rules* should play an insignificant part. Then, too, the persons and places mentioned should have definite names attached to them.

Study along these lines seems to me a very suggestive field of work. Certainly from the child's own literary creations we can learn much about his literary interests.

The Two Sides of a Case of Discipline.

The one thing that had been impressed on the mind of Esther Townsend was that the teacher must be sure to "make the children mind." Her father, having been a school trustee, had convictions as to what the teacher should accomplish, and he had simmered down his philosophy concerning the matter into a sentence which he repeated thousands of times: "If the children won't mind a teacher, he can't do them any good."

With this embedded firmly in her mind, Esther took charge of the school in "Deacon Gaylord's destrict." The children were from the farm-houses and disposed to obedience, and so the first week passed very pleasantly. On the second Monday morning Alvah Stebbins entered the school; he was a big boy of fifteen years, with short cut hair that stood upright and defiantly, and caused Esther to tremble all over. He had black, restless eyes that seemed to penetrate to her soul and read there the fear she felt. She immediately concluded she did not like his looks; he did not appear to be one that would yield implicit obedience to her commands; he seemed to be a law to himself.

The rule "No whispering in school" had been well enforced the first week; in fact, the chief mental force of the teacher had been employed in the effort to cause the pupils to sit still and study. The slightest indication of an attempt to whisper to a seat-mate was nipped in the bud by a tap of her small ruler on the desk; it was an intimation that the teacher was a mind-reader, had penetrated the wicked design forming in the mind and rising to the surface, unconscious it may be to the pupil herself; the sound of the ruler caused it to settle to the bottom again.

THE BIG BOY.

Alvah took his seat in an awkward way and produced a book and began to be busy with its pages. As if a new thought had entered his mind he turned to Maria Townsend, his near neighbor in the school as she was when they were at home, for their farms joined, and in a low whisper asked, "Where's the lesson?" Esther was looking straight at him and witnessed this infraction of her most important rule; she wished she had been looking the other way and had not seen

it. It did not occur to her to tell him there was a law against whispering; she must take it for granted that he knew it. So she commanded her voice and courageously rose to the importance of the occasion. "Alvah, you are whispering; come and write your name on the blackboard."

A certain space on the blackboard had been set apart for the names of criminals of this sort; it was headed "Whispering List." Alvah heard the command, glanced hurriedly to the place pointed out and then let his eyes fall on his book; he was apparently deep in study.

Again the command was given. Alvah looked at her steadily a moment, then gave his attention to his book. Esther was at a loss as to the proper procedure. He looked so big, so stout, and determined!

She did not penetrate into the state of the boy's mind; nor could she read the conclusions of the other pupils. They looked at her mainly, she could see; they seemed to understand Alvah well enough. She wished they would look at him and show horror at his disobedience; but they did not.

The maxim of her father, "A teacher who can't make the scholars mind has no business in a school-house," repeated itself over and over. Here she was with a scholar that would not mind. She thought over the happiness in the little school house in her native district. She remembered an awful day, on which the teacher, a powerful man, set out to make one of the big boys sit between two of the girls for the misdeed of eating an apple and the frightful scenes that ensued; and how finally the larger boys rose and pushed the master out of the school; and how he looked in the window and they were afraid he would get in and kill them all.

With a trembling heart she decided to go on with her duties, but secretly bewailing to herself her signal failure as a teacher. Class after class came up to recite; she was conscious they looked at her curiously. Now and then she saw that Alvah gave her a glance and then turned to his books with apparent industry. The look was not of defiance, nor of scorn; he seemed to be quietly ignoring the command, as one that might do for a smaller pupil, but not for him. But Esther was too conscientious to require the small pupils to obey a rule, but let the larger ones do as they pleased.

PREPARES TO LEAVE SCHOOL.

The morning hours finally passed, preparation was made for the noon recess. Esther observed that Alvah had all his books piled up

on his desk and she surmised he was intending to leave the school. Some teachers would have said, "Good riddance" in their inmost souls, but not so this teacher. She knew the school was looked forward to by many a boy as the means by which he would make something of himself. She well remembered at home how they mourned over their lost opportunities when it was found the teacher was a poor one. Another year to wait!

She dismissed the pupils, and as the boy was about to rise she mustered courage to say, "Alvah, you may remain." When all the rest had gone she called him forward and expressed her sorrow that he had broken a rule.

"I wasn't doing anything wrong," said Alvah, stoutly.

This was a new aspect of the case; it seemed to her that every infraction of a teacher's rule was a great wrong; it instantly occurred to her that she could not justly say he was doing wrong.

"I just asked where the lesson was," he added, "I wasn't whispering; I don't want to whisper, I haven't no time for that."

She had him put his armful of books on her table; she began turning them over; there was an algebra.

"Do you understand algebra?" she asked. She had studied it at the academy and liked it very much.

"I've studied it some, but I havn't got along very well. Deacon Gaylord said you understood it, and so I came to school."

A REVELATION.

This revealed a most interesting condition of things to the teacher. Could he be so bad and pursue this hard study at home instead of reading a story book? She began to look at him more closely; he looked like most farmers' sons; she knew just how they looked; she had been brought up among them. She took a sudden interest in the lad because he was like herself—a student. How often she had pored over hard problems in the arithmetic! How many hours she had spent on one equation in algebra!

But then this disobedience. It was fixed in her mind that if she let this big boy evade her rule against whispering it would appear that she was "partial." Now in the district school it is a great crime for the teacher to be "partial;" old and young, rich and poor, children of the trustees and others, must obey one rule. Would not the younger plead that she had let Alvah Stebbins whisper?

But she felt there were two sides to this case; she could not escape

the conclusion that she must sit as an impartial judge and consider what Alvah had to say. She must first of all be just.

The boy looked her squarely in the eye conscious that his intent was right and stated his side of the matter.

"If I was a teacher I wouldn't make a rule about whispering, 'cause you sometimes whisper when you are trying to do just right."

"But children will whisper all the time if there is no rule."

"Yes, they'll whisper rule or no rule; but the rule makes them watch to see if a teacher is looking, and I think it makes them under-handed; anyhow the underhanded ones will whisper."

The discussion was evidently getting on school management, a matter of which Esther knew but little. Alvah seemed to have arrived at some practical conclusions she had not considered. But would it do to give way? What excuse could she have to give the school? How could she justify herself to the other scholars? A thought struck her.

"Alvah, you have no objection to writing your name now?"

"Yes, ma'am: I wasn't doing wrong: you mean that to be a list of those who are mean and troublesome, and I ain't one of that kind. I don't want my name up there. I never gave any trouble in school before. If I'm going to be a trouble to you I had better leave now."

The case had now arrived at such a pitch that tears streamed down the teacher's cheeks: she sympathized with this boy: she felt he was right. But what should she do? She was a righteous judge, and it did not cost her as much of an effort as she had anticipated to say "Alvah, I am going to give up that rule: I don't think you did wrong. I want you to stay here. I will teach you algebra and do all I can for you."

THE TEACHER'S CONFESSION.

When the school assembled the teacher informed them that Alvah had asked a question about the lesson, and was not whispering wrongfully; that she had concluded to give up this rule, but that she expected none to whisper except about their lessons, and to get permission by holding up the forefinger in the air.

Somehow Esther felt saddened. The high imperial throne she occupied as a maker of rules was gone: a revolution had quietly taken place in her school-room something like that of 1688 in England: here it had been effected by taking the kingly head of Charles from his shoulders: here she had agreed to make laws such as her subjects would agree were right.

What would the people say? She feared they might say she was afraid of Alvah, but she knew she wasn't; she respected him for his manliness. She felt somewhat humiliated that a valuable lesson must be taught her by a pupil; for the more she thought over the matter the more she saw the stronger position she was in by abrogating the rule. And then the degradation of being on the watch constantly for the infraction of the rule; instead of teaching she found she had become cat-like, on the alert lest a word might leap out of the mouth of some thoughtless child. Yes, she had put herself in a better position before the school. And before the tribunal of her conscience she felt she could stand erect and unabashed; so that she occupied stronger ground.

She did not notice more noise the next day; the forefingers rose somewhat frequently in the air; a little nod was followed by a bit of a smile; an important communication was made and the lesson resumed.

Somehow Esther began to look on the pupil's side from this time on. She found mind-reading needful. In all explanations of difficult matters the question would arise, what is the state of the pupil's mind? She was led to look down deeper than she supposed she could. To keep order in her school-room was easy; to apprehend just what her pupils knew was the difficult task. To enter into their lives and think their thoughts was the key to the success she felt she was gaining.

When the spring came and the school was about to close she saw she was held in love and esteem by the entire group that daily gathered there with her. There was a feeling in the mind of every pupil, "I have been greatly benefited." How different Alvah Stebbins looked to her! His hair was cropped just as close, and it stood up just as straight, as though he had been overwhelmingly surprised by some statement. But she knew him now. He had a brain that could follow x and y through all their doublings and give them their just numerical value. Much as she had taught him, he had taught her still more. The art of teaching had been leavened by the intense consideration of problems presented by this one boy.

—*N. Y. School Journal.*

THE United States now spends over \$170,000,000 a year on its schools, not including over \$10,000,000 annually spent in its colleges and universities.

Composition as a Means of Moral Training.

[Read at the Contra Costa County Teachers' Institute, October, 1893.]

A development of the moral nature is the true object of education. It is my intention to endeavor to show that composition furnishes a medium through which the natural resources of mind may be brought out and trained.

It is not, however, when composition work is considered merely as written work, that its best function is performed. There must be first the thought, the comparison of ideas, then the feeling or sentiment, before a proper expression can be found. When a thing is said, it is said, and no power can undo the effect of the spoken thought. Between the intellect and the sensibilities is the field of proper training for expression.

In the word itself there lies its true signification. Composition—that which is placed with. There is a *placing with* our own thoughts of those we read or hear about. There must be sympathy, or vibration with the new idea, or else it is not retained. How important, then, that before this new idea has come to be part of our own, that it should be well sifted, and our minds trained to separate the wheat from the chaff. There is, therefore, between the subject chosen and the personal, unwritten experience of the writer, a close relation, a comparison of thought and feeling, a harboring of the one within the other, a mingling of two currents that colors the great stream of the will, and finds expression in the written statement.

By way of illustration and proof, let me ask you, dear friends and teachers, to look in upon your minds. Has not the thought of written work presented an unpleasant idea, a pile of uncorrected papers, with red and blue marks upon them? Do you plead guilty to a desire for freedom from such hard labor? I do not blame you. There is many a poor teacher who has broken down her nervous system, brought on weakness of eyes and lungs by bending over papers and correcting them till late at night. Heaven forbid that many more should follow in such needless sacrifice!

CLASS CRITICISM.

It is my honest belief that such work is worse than useless, for unless the mind is fully prepared for expression, that expression is not good. How can this be done unless in the presence of a teacher, and how more profitably than before the class? Here comes in the oppor-

tunity of cutting diamond with diamond, bringing out the brightness of one mind by contest with another.

Class criticism as to sound and sense, as to connectives of time, place and manner, are never so clearly shown as when read aloud, compared and contrasted. The use of pronouns for antecedents, demonstratives, this and that, these and those, now and then, and many other means of clearer expression will be eagerly grasped by the pupil when he has been shown how to use them. So much then for the benefits of class work; and any work that cannot be done in this way is useless, even more, harmful.

Do you ask how individual expression can be trained in a large class, where there is opportunity for only one to write at a time? I am fully convinced that one well considered, clearly expressed sentence per day is of far greater value than ten hastily written, poorly spelled, improperly constructed statements. I am assured of the value of the mental training by experience, but how can I be sure of the moral development?

Shall I read to them from Eggleston's History—my sixth, seventh and eighth grades—and in doing so, not stop to call out an expression of their opinions? What do you think of Ponce de Leon? Was he not a vain old man? Is it well to think too much of our looks? In this line much may be done to reduce the abnormal vanity which so often culminates in the adult man and woman. While we study the peoples of the past and those of the present in foreign countries, and compare their customs and manner of living with our own, we awaken a sympathy for all human kind. Carried to the physical characteristics of the earth, the soil and rocks, trees and flowers, the birds and insects, to the universe, and the sun, moon and stars; and all such researches cannot fail to lead up to that highest morality, a reverence and respect not alone for our fellow-beings, but for the great Creator of us all.

But how, I ask you candidly, can this be done unless under the guidance of the teacher? The hollowness of the average mind is often due to a want of a proper direction of the channels of human thought. Many a bright butterfly of fashion might have become an artist if properly guided. Would she had been trained to appreciate the glory of a sunset, the calm, still beauty, the harmony of tints on the distant landscape! There may be more than a few of the burglars in San Quentin, who, had they been trained to a true appreciation of the rights of others, and the benefits that they might give to society

by industry and invention in mechanical skill, would have found their lives not wasted.

Again let me call your attention to the necessity of sympathy in the composition work. There must be thought first, then feeling, and then expression. Between the first and last we find the great field for moral training. Upon this soil let the closest military tactics prevail, and the march of civilization will be onward, without a retreat.

Suggestions for Oral and Observation Lessons.

(First, Second and Third Grades.)

BY ANNIE M. WILLIAMS, CONCORD, CAL.

Aside from forming the basis of nearly all primary work, oral and observation lessons are of great value, not only in developing the observing powers of the child, but in being the means by which he can receive such knowledge not classed under reading, number, language, writing or drawing.

The work may many times be combined in all three grades; for instance, in teaching time by dial or in giving instruction in morals and manners. But since observation lessons are usually made the foundation of perhaps reading or language, the best results are nearly always obtained by giving each grade its separate work.

The field from which we can draw material for these lessons is great and varied. The much discussed "Elementary Science" is one of the broadest and richest sources, while stories, drawings, pictures, a well-selected quotation, or a whole poem may furnish excellent subjects. Of the sciences physiology, botany and entomology, together with the natural phenomena, contain material for many profitable lessons. In the first grade, lessons on the human body need include no more than the head and limbs, their use and our care of them. (Excellent opportunity to teach cleanliness of person.) In the second and third grades the work may advance to teaching the uses of the special senses, the skin, bones, blood, why we need pure air, the kinds of food, instruction on the effects of alcoholic drinks, and the injury to boys from the use of cigarettes. (Here many very interesting and profitable experiments may be tried, and good stories had.)

Lessons on insects and familiar plants must vary with the season. For example, very interesting lessons may be given on insects caught by the children. It will be an added pleasure to learn something about what they themselves helped to procure. Let pupils bring little boxes in which to plant seeds, and direct them in the study of, first, the seed, then the parts of the plant as it develops—as the stem, the leaf and its parts, and the flower. Many terms, such as radicle, plumule, veins, mid-rib, are not too difficult for the pupils, and in giving them a great amount of time is saved. After a study of plant and animal life in general, a classification may be made with regard to color, size, or to some other point of resemblance.

With the aid of good drawings, stencils or descriptions, lessons in geography may be given. For example, my pupils have taken great delight in the study of the Eskimo, his mode of travel, dress and living, and also of the animals which live in cold regions. Selections from "Seven Little Sisters" were a great help. (These lessons were made the basis of language lessons.)

Lessons on vapor, rain, air, wind, sun, etc., can be made simple by illustration. For instance, condensation of vapor into clouds and clouds into rain can be clearly shown by breathing against a very cold mirror, etc.

In giving our oral and observation lessons, care should be taken not to impart the solid information without brightening it up with lighter, and what may seem less important facts. We must keep the child's interest, for without it our efforts are fruitless.

At the end of a series of lessons pupils may be required to learn some of those beautiful gems in our language, applying directly to the lesson taught. It will not only be an important factor in improving the child's taste, but will give him a love for poetry. For example, after the lesson on vapor, the little poem,

"Little drops of water,
Little grains of sand," etc.,

is soon learned and enjoyed, because now fully comprehended. The little moral lesson at the end of the poem is more likely to become fixed in the child's mind. Such authors as Longfellow, Emerson, Lowell, Whittier, Wordsworth, Tennyson, Mrs. Browning, have written poems which are especially suited to children.

It is surprising how great the interest the little ones will take in these lessons, and how much they will learn when useful information is presented in a pleasing, though systematic way. Oral and ob-

ject lessons are not only useful in developing habits of close and accurate observation, but are the means by which pupils may obtain knowledge which will cling to them with a tenacity and firmness which time cannot change.

Busy Work for the Older Children.

BY ELLA M. POWERS.

The following may be given with profit to the larger boys and girls:

Upon the blackboard write a sentence consisting of three or four clauses. Take as an example the following sentence, and number each separate part of the sentence:

"Sweet was the sound where oft at evening's close,
Up yonder hill the village murmur rose."

Tell the children to see how many different ways this sentence may be expressed. As a help to the first sentence write out several combinations for them. They will afterward make their own combinations.

1 2 3 4	2 1 3 4	3 1 2 4	4 1 2 3
1 2 4 3	2 1 4 3	3 1 4 2	4 2 1 3
1 3 2 4	2 3 4 1	3 2 1 4	4 3 1 2
1 3 4 2	2 3 1 4	3 2 4 1	4 3 2 1
1 4 2 3	2 4 1 3	3 4 1 2	4 1 3 2
1 4 3 2	2 4 3 1	3 4 2 1	4 2 3 1

Let the children write the sentences making these combinations and constructing declarative sentences. Then let them construct interrogative sentences and exclamatory sentences. Children delight in variety, and seventy-two sentences will keep them busy, but the wise teacher will not tell them at the beginning of this work that seventy-two sentences must be made from these words. She simply says, "Let us see who can write the greatest number."

Again, write upon the blackboard the syllable "spec," and require them to write a list of words that begin with "spec."

Another day ask them to find out how many adjectives will describe "man." In order to assist them a little write upon the board

Man.....	Personal appearance..	size..... { large, small, size..... { fat, lean. age..... { old, age..... { young. manner.... { graceful, manner.... { awkward. eyes..... { gray, eyes..... { blue. head..... { large, head..... { small. hand..... { strong, hand..... { weak. honest, dishonest, religious, irreligious, good, bad. intelligent, ignorant, educated, uneducated.
	Moral qualities.....	
	Mental qualities.....	

The few *sample* adjectives placed in the analysis serve as a hint, and the pupils readily see what is required. This is *fun* for the children, and at the same time they are acquiring a wide vocabulary.

Another day write upon the board the word "port" and ask for a list of words that shall end in port. Soon there will be lists containing export, import, transport, report, support, and many others.

One of the best devices that has been tested is the game of "linking words." This the boys and girls delight in doing. We change one word to another by changing *one letter* at a time; as, change *dog* to *cat*. The links are dog, dot, cot, cat.

Change *bear* to *salt*; beat, meat, melt, malt, salt.

The pupil who can change one word to another by the least number of links achieves a victory. The following are some of the "victories" gained by several boys and girls:

Book to *coat*; book, boot, boat, coat.

Girl to *bell*; gill, bill, bell.

Hope to *rich*; rope, ripe, rice, rich.

Word to *cast*; wore, ware, care, cart, cast.

Find to *best*; bind, bend, bent, best.

Home to *host*; hope, hose, host.

This to *wren*; thin, then, when, wren.

Game to *caps*; came, cape, caps.

Time to *late*; dime, dame, date, late.

Long to *sits*; song, sons, sins, sits.

Leaf to *dial*; deaf, deal, dial.

Moon to *sofa*; soon, suit, soft, sofa.

Line to *daze*; dine, Dane, daze.

Mary to *lack*; mark, lark, lack.

Bird to *case*; bard, card, care, case.

Gold to *toil*; fold, told, toll, toil.

Sun to *far*; fun, fan, far.

Snow to *knit*; know, knot, knit.

If a class have been studying and have become familiar with the American poets, let them make acrostics from their poems, as Longfellow :

Ladder of St. Augustine,

Outre Mer,

Night, Voices of the

Golden Legend,

Footsteps of Angels,

Evangeline,

Luck of Edenhall,

Lamentation of Hiawatha,

Old Clock on the Stairs,

Wayside Inn, Tales of a.

The entire name is often taken. An acrostic of Irving's works might be :

Ichabod Crane,

Rambles Abroad,

Voyages of Christopher Columbus,

Irving's Sketch Book,

Newstead Abbey,

Goldsmith, Life of.

Whittier; as

War Times,

Home Ballads,

Invocation,

Tent on the Beach,

The Stranger in Lowell,

Italy,

Expediency and Justice,

Revelation.

In one school the teacher has a desk drawer full of mineral specimens. One day she placed them on the table and asked the unemployed children to write sentences including the specimens, as, "Coal is found in Pennsylvania." "Silver comes from Colorado." "I have a gold ring."

Again, a teacher wrote upon the board: "I will set my table for dinner. There will be ten people."

The children constructed sentences telling how that table is set;

how many plates, how many knives, forks, spoons, cups, saucers, glasses, and silverware. At the close they count the number of pieces on the table; then the number of China pieces, of silver pieces, and of glass. All this keeps them *busy*.—*School Journal*.

From San Francisco Course of Study.

RECITATIONS AND USE OF TEXT-BOOKS.

The aim of teachers in conducting recitations should be to ascertain if their pupils have given reasonable attention to lessons assigned for study, and to supplement the text-book lessons with such illustrations and explanations as are necessary to a clear understanding of the subject.

The arrangement of lessons in text-books is far from perfect, and the teacher must constantly exercise a wide discrimination, both in assigning lessons and in omitting unimportant matter. In geography, while the whole may be read with open book, not more than a small fraction at most, of the matter in each one of the text-books used ought to be memorized. The important points should be marked in every advanced lesson assigned for study; otherwise the mind of the child is burdened with too many details. In history, while the whole should be read in the class, but very little should be marked for memorizing. In grammar, as a general rule, the notes and exceptions in fine print should be *read*, but not memorized. The readers should be used as most valuable aids in composition, grammar and spelling. Recitation records may be kept; but it is by no means desirable that every recitation should be recorded. Frequently the recitation of an assigned lesson should be brief, the principal part of the time being devoted to explanations and illustrations by the teacher. A written review, on Friday, will frequently afford the best standard of work during the week. It is not desirable that teachers be made recording clerks for pupils.

While recitations in history, geography, and grammar may sometimes be conducted in writing, teachers are cautioned against a neglect of oral recitations.

Teachers are expected to explain each new lesson assigned, so that each pupil may know what he is expected to do at the next recitation, and how it is to be done. Rules and definitions should be

plain, simple and concise; and if deduced by pupils and teachers from the exercises, are more valuable than if memorized from the book. Teachers should never proceed with a recitation without the attention of the whole class. Simultaneous recitation should not be resorted to, except for the purpose of giving occasional variety to exercises, of arousing and exciting the class when dull and drowsy, of aiding to fix in the mind important definitions, tables, etc., and also in certain spelling and elocutionary exercises.

Arithmetic.—One great object of the study of arithmetic is mental discipline. To secure this, it is better that the class should work under the immediate direction of the teacher. Hence the regulations forbidding teachers in certain grades to assign any arithmetic lesson to be learned at home. The blackboards should be kept in constant use both by teachers and pupils.

Accuracy, rather than quickness, should be the rule. The pupil should be taught the principle underlying every process in the fundamental rules of arithmetic. It is easier for the time to teach the child to place units under units and tens under tens; but the principle that obtains everywhere, in simple and compound numbers and decimals, is to place numbers of the same denomination under each other for addition.

In teaching common and decimal fractions, keep within the limits of fractions used in business. The huge fractional puzzles found in most arithmetics should be given neither to beginners nor to advanced pupils. Remember to use *very small numbers* in all analytical explanations.

Grammar.—The study of language, though it is the most difficult of all the school studies, ought to be the most interesting. A skillful teacher can make it so. The omission of many of the technical formulas of the text-books, now almost obsolete; the practical application of principles in composition; the continued use of reading lessons, supplemented by the living teacher, will make grammar both useful and interesting.

Geography.—The Elementary Geography is a book to be read and studied with open book in the class, rather than to be memorized. The mere pronunciation of names is a difficult task for young pupils. When teachers consider that the book contains more of detail than most adult heads can carry, they will perceive the necessity of exercising common sense in the use of the book. Make use of the relief globe and relief maps in all grades.

Writing—In writing lessons teachers should make use of the blackboard, all the members of the class attending to the same thing at the same time. Important letters and principles of the copy should be written on the board, both correctly and incorrectly, to illustrate errors and excellencies. In the first lessons on the slate the teacher should begin with easy words, including the simpler small letters and easy capitals. The teacher will find that children can learn to make easy capital letters quite as readily as small letters. Attention should constantly be called to the relative proportions of letters. When pupils begin to write with a pen, especial attention must be given to the manner of holding it, as a bad habit formed in the first year is corrected afterwards with great difficulty. The skillful teacher will not be confined to the order of copies in the several numbers of the authorized copy-books. In the grammar grades specimens of writing should be required and credited monthly.

Spelling—Good spelling is an unmistakable sign of culture, and bad spelling of the lack of it. The orthography of the English language is so difficult that it must receive a large share of the time and practice in any course of instruction and in every grade. The spelling book is only an aid to good spelling; the main reliance for forming a habit of correct spelling must be on the reading lessons, compositions and other written exercises as provided throughout the course. Written spelling is more valuable than oral, yet the former must not be used exclusively. Both the eye and the ear must lend their aid. In oral spelling permit but one trial on a word. No assistance whatever should be given the pupils by pronouncing syllables or by mispronouncing words to indicate the spelling. Pupils should be required to pronounce each word distinctly, after it is dictated by the teacher. Pronounce every word distinctly, in a natural tone of voice. The thundering volume of the old-fashioned "spelling-tone" adds nothing to the effect of a lesson in orthography.

Composition—Exercises in writing compositions constitute the most practical part of grammar. Copying reading lessons from the open book will be found a valuable aid as an exercise in spelling, punctuation, the use of capitals and divisions of paragraphs. These should be followed by written abstracts of easy reading lessons from memory. No exercise is more important than that of letter-writing. Particular attention should be given to the form of beginning and ending, the date, paragraphs, margin, folding, superscription, sealing, etc. If composition exercises are given frequently, it will be impossi-

ble for the teacher to perform the drudgery of correcting. Pupils should, therefore, be required to exchange exercises and correct them in the class, under the direction of the teacher. The exercise of criticism in correcting compositions is quite as valuable to the pupil as the original one of writing them. All corrected compositions should be re-copied in a small blank-book.

Good Language—The correct use of language is a matter of habit rather than of technical study of the rules of grammar. It will be one of the arduous duties of every teacher, whether in high or low grade classes, to correct, daily, the inaccuracies of speech resulting from bad habits of pronunciation and in the use of language. The teacher should use plain and pure English, and require pupils to do the same. No provincialisms, no slang, no careless or slovenly pronunciation, should be allowed to pass unnoticed. Questions should be direct, answers concise.

Primary Spelling Lesson.

BY ELIZABETH SHARE.

A pleasant, bright room; fifty children from seven to nine; a teacher who is in earnest, and interested in her work. On a side blackboard is this list of words: Calf, thief, wolf, pony, story, knife, wife, motto.

"First class face side board." Quietly and promptly the division seated on that side of the room turns toward the board where the spelling lesson is seen. "Children, I want you to tell me the word that means *more than one* of each of the objects these words name. As you give them I will write them opposite these words on the board." "Charlie," the teacher simply says, in answer to the score or more of hands that fly up to signify readiness to respond. With Charlie to start, rapidly others are called upon. In a marvellously few seconds, one might almost say, the second list is complete. Occasionally, as she writes, the teacher puts in a note of warning. "See where the *i* is in this word." "Watch what I do with the *y* in this." "This word is one of the hard ones—look sharply."

The list is completed. "We will look over the new list together. What will you remember about the word *thieves*?" "The *i* before the *e*." "Right. What about *stories*?" "The *i* in place of the *y* before *es*." "Yes." "O, Miss C—," exclaims one child, "there is an *es* at

the end of every word!" Miss C— gives him due and glad credit for his discovery. Then she says: "Look silently at each word until its *picture* is in your mind." With intent faces the children *study* the words—one can see there is *thought* work being done. "Are you ready?" "Yes, Miss C—." In a flash the list of *plurals* disappears from the board. "Class, face. Take pencils. From the list of words on the board you may write the ones we just made and studied—work."

Shortly the slates are ready for inspection. We find a great many perfect ones. The mistakes were greeted with: "You will *watch* closer next time, won't you?" "You didn't *think* when you looked at the words."

What did the lesson illustrate?

First—Every lesson in spelling should aim directly at the formation of two habits, that of correctly seeing words and that of accurately reproducing them.

Second—The meaningless copying of words a certain number of times as preparation is usually a waste of time. Thoughtful copying may be of benefit, after the children have been trained by persistent daily efforts to make the exercise mean something.

Third—The reasons given to the children for failure were scientific. Nine-tenths of the poor spelling arises from lack of trained power to see words as they really are. If the perception is clear, the meaning will take care of itself.

As I watched the quietness, alertness and interest of this class in even a spelling lesson, these words of Thackeray came to my mind:

"Sow an act, reap a tendency; sow a tendency, reap a habit; sow a habit, reap a character; sow a character, reap a destiny."—*Intelligence.*

Geographical Notes.

THE INTERCONTINENTAL RAILWAY.

The engineers who have made the survey of the proposed intercontinental railway have finished their work, and will make a report soon. The length of the road necessary to connect New York with Buenos Ayres appears to be 4,300 miles, which length could probably be reduced to 4,000 miles before the beginning of construction. The cost of grading, masonry and bridges would approximate \$30,000 per mile. The cost per mile complete and ready for service, inclusive of

a single track, sidings, buildings, machinery, rolling stock, and sundries may be set down at \$50,000, or \$200,000,000 for the whole work. The estimate is in American gold. The region to be traversed parts naturally into two grand divisions, each 2000 miles long, both of them tropical as to latitude, but the southern for the most part temperate in climate, because of its elevation above the sea.

CALIFORNIA'S NEW PORT.

The new wharf just completed at Santa Monica, Cal., sixteen miles from Los Angeles, reaches out into the Pacific ocean nearly a mile, being 4,693 feet in length. It is 131 feet in width, has seven tracks, and affords wharf room sufficient for eight ships, each drawing twenty-eight feet, that being more than the draft of most of the largest freight ships in the world. This wharf was built by the Southern Pacific Company, and the vast trade that has grown up already shows how far-sighted they were. Its extreme southern location is more in a direct line to China and Japan from Europe by way of the gulf ports than New York and San Francisco. The distance across the continent is also less there, so that freight may be sent at least two days quicker by that route.

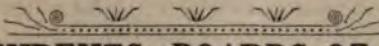
BLUFFING.—In the mathematics class one day at Williams College Professor S——, who was rarely made the subject of college jests, was excessively annoyed by some man "squeaking" a small rubber bladder. The noise seemed to come from near a certain Jack Hollis, and after querying each of his neighbors and receiving a negative answer, Professor S—— said, sternly :

"Hollis, do you know who is making that unbearable noise?"

Hollis, who had been the guilty person all along, assumed an air of stoical bravery and said, calmly: "I know, sir, but I prefer not to tell."

Professor S——'s angry face grew calmer, and with evident pleasure he replied: "I respect your scruples, Hollis. They do you credit and should shame the guilty man, sir."

The literature of education, it must be confessed, is in an *unsatisfactory state*. An endless procession of *methods* and *devices* is offered to us without anything to indicate whether the same or something better has not been presented a thousand times before on the same topic.—PROF. HARPER, Ga.



SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

The School Board's Mistake.

(*A Real Incident.*)

BY E. R. D. MAYNE.

The school board all had gathered at the house of Israel Brown,
It was his turn, and that's the way they do it in our town ;
Their wives had all come with them; that's the custom also here,
When there's important business, and they always interfere.
The subject for discussion was momentous, serious, great ;
Regent's examination, as is usual in our State,
Had just been held, and several of their favorites were turned down ;
And that is why the board were at the house of Trustee Brown.

So when the call to order came, the business was begun,
The president remarking that injustice had been done
Malvinay Coon, who every member of the board could say
Was 'way up in philosophy and smart at algebra ;
Likewise Merandy Crandall was a gal, as was well known,
With any other in the State could always hold her own,
And Liday Hall in jography and grammar knew as much
As any gal of her own age and size could know of such.

But that there new professor had declared that they were all
Below the mark, when every one had heard Professor Small,
When he was here, at divers times with emphasis declare
They'd all of them been "edicated" with the greatest care.
He wished the board assembled to take up the matter now
And see the wrong was righted, or the thing would raise a row,
And that them gals should all be passed, and that the board should say,
That each should be rewarded with a Regents' dyplomay.

Then up rose Morgan Burdick to address the meeting there ;
And he was promptly recognized, instanter, by the chair,
To speak upon the question that had brought them there that night
And sit on that professor and set those three scholars right.
"Tis well known, Mr. President," said he, "that in the day
Professor Small was here, that things was run a different way ;
Then boys and gals was 'lowed to sit together as they should ;
They did it when I went to school—I think the plan was good.

" It made the time go quicker, and 'twas pleasanter and sich—
 Sometimes we set so close you couldn't tell like which was which—
 I seen you, Mr. President, when we was boys at school,
 A followin' the custom, often, with your woman, Jule.
 We learned enough, I think, and maybe there was some to spare,
 Else I would not be school trustee, nor you be in that cheer.
 But this here new perfessor comes around and says it's wrong.
 Fer boys and gals to set as they been settin' all along.

" Malvinay and Miranday and Lide Hall was spunkie like
 And tried to keep on settin' with their beans, Hank, Tim and Ike.
 There is the trouble—and that's why them gals did not get through;
 It isn't fair, and, gentlemen, that must be plain to you.
 And ladies—you all know it's wrong that such a thing can be—
 I'm sure, in this particler, that you all will hold with me.
 I move you, Mr. President, these gals be all allowed
 Diplomays, as they should be, and the village will be proud.

" The sense of this here meetin' is we wants the good old way—
 And that the new perfessor have a leetle less to say."
 " I seconds that there motion," outspake Trustee Babcock then;
 " What are we fer? It is our dooty to behave like men.
 We are the board and we was 'lectefer a sacred trust,
 And we should rule the 'cademy in proper shape or bust.
 I never in my life heern sich injustice as is here.
 And it is time that we began at once to interfere.

" I wants them gals to go ahead, and that man taken down.
 We don't want no new fangled ways brought into our town—
 Jest think—if sich a notion ladies in our youth pervalied
 We'd think our constitootions and our freedom was assailed.
 And any teacher who had tried such games we soon wold show,
 There could be but one ending, and that is—he d have to go."
 Here loud applause broke in upon the speaker, and there came
 From one excited lady—" We ain't havin' no sich game."

After this interruption, Trustee Babcock spoke once more:
 " I takes no interference from no wome, when on the door,
 But when the lady of our cheerman has a word to say.
 I waits till she is done; 'cause women allers has their way.
 Now I am through, and let us vote as Brother Banick moved.
 The thing is right, and furthermore the school will be improved.
 I moves this here debate is closed, and that a vote be took,
 And that these here proceedin's be recorded in a book.

" There ain't no need consultin' with the ladies what to say.
 We all comeed here instructed by our women to vote—' Yea '
 And as they're present, when the vote is put, they may as well
 Be all allowed to answer ' Nuz,' as loud as they can yell."

Then rose the president and put the question from the chair :

" All you in favor of the motion, gents and ladies fair,
Shall Malvinay and Miranday and Lide Hall—say 'Yea' or 'Nay'—
Be turned down, or shall each one have a Regent's dyplomay ? "
Then rose one strange discordant yell, and needless 'tis to say
That every man and woman howled, in bass or treble, " Yea ! "

* * * * * *

Alas ! How prone is man to err, and woman, too, I fear.
Alas ! That it should have to be recorded by me here,—
Malvinay, nor Miranday, nor Lide Hall, have to this day,
Been granted by the Regents, the much-longed for " Dyplomay."
For in the whole proceedings was a most stupendous flaw,
The board not being familiar with the tenor of the law.
And so it makes them hoppin' mad, if one should ask to look
At those misfit proceedings as recorded in the book.

—*N. Y. School Journal.*

Levy of Taxes for High Schools.

It will be seen by the following, taken from the High School Bill of 1893, that the estimate of the amount of money needed is made by the High School Board, instead of by the County Superintendent, as in the Bill of 1891, which the Supreme Court decided to be unconstitutional:

In any city, incorporated town, school district, or union high school district which shall have voted to establish and maintain a high school, it shall be the duty of the High School Board therein to furnish to the authorities whose duty it is to levy taxes, on or before the second Monday of September, an estimate of the cost of purchasing a suitable lot, of procuring plans and specifications, and erecting a suitable building, of furnishing the same, and of fencing and ornamenting the grounds for the accommodation of the school, and of conducting the school for the school year. It shall be the duty of said Board, each and every year thereafter, to present to said authorities, on or before the second Monday of September, an estimate of the amount of money required for conducting the school for the school year.

When such estimate shall have been made, it shall be the duty of the authorities in said city, incorporated town, school district, or union high school district, to levy a special tax upon all of the taxable property of said city, incorporated town, school district, or union high school district, sufficient to raise the amount required by said

High School Board, as shown by said estimate. Said tax shall be computed, entered upon the tax roll, and collected in the same manner as other taxes are computed, entered and collected.

Should the High School Board of any city, incorporated town, school district or union high school district refuse or neglect to make the estimate provided for in subdivision fourteen of this section, it shall be the duty of the Superintendent of Schools, upon the petition of five qualified electors thereof, to make such estimate.

Should the authorities whose duty it is to levy the tax, as provided in subdivision fifteen of this section, refuse or neglect to make the levy provided for, it shall be the duty of the County Auditor to make such levy, and add it to the tax roll of said city, incorporated town, school district, or union high school district.

[*Query*—If it is unconstitutional for the County Superintendent to fix the amount of the levy, as in the Act of '91, is not the Act of '93 equally defective in giving the High School Board the same power?—ED.]

Lighting of School Rooms.

Mr. A. P. Marble, Superintendent of Schools, Worcester, Mass., has put into a few sentences the results of the best experience in the lighting of school rooms. We take it from Dr. E. E. White's last book, "School Management":

"It is agreed by an overwhelming weight of evidence that the best light for a schoolroom is exclusively on the side of the room to the left of the pupils; that the windows should be massed as closely as safe construction will allow along nearly the whole of the side; that the windows should be square at the top (not circular), and extend quite to the ceiling, and that the window sill should be higher than the tops of the pupils' desks; that the seat farthest from the windows should be about twice the distance from the tops of the desks to the ceiling, or in general once and a half the height of the room; that when necessary to shut off a part of the light the lower part of the window, and never the top or sides, should be shaded; that shades should, therefore, always roll from the bottom, and where the direct rays of the sun enter the room white, or very light, curtains should roll from the top, merely to soften, but never shut out the light; and if blinds are used they should be made in sections, and slide up and down; and that blackboards should never be placed between windows; The walls and ceiling of the room should be tinted a light pearl, lav-

ender, or brown color rather than a darker shade or any shade of yellow; and the shades (rolling from the bottom) should be of a similar color, or of a greenish tint. The shades of yellow for this purpose are quite common, but they are not good for the eyes."

NORMAL DEPARTMENT.

Los Angeles Department.

MISS BELLE COOPER		Editor-in-Chief
MR. ROY J. YOUNG,	MR. JOSEPH E. BRAND,	
MISS ORABEL CHILTON,	MISS MARY E. HALL,	Assistants
MISS HELEN VINYARD,		

The Normal school here is pleased over the selection of Dr. F. B. Dressler, of Worcester, Mass., to take charge of the pedagogical work. He is a graduate of the University of Indiana, and has had experience in every grade of school work, from teaching an ungraded country school to the principalship of a high school, and the superintendence of a city system. For the past three years he has been taking a post-graduate course at Clark University under Stanley Hall. He has devoted his entire time there to the study of Pedagogy, and as Worcester is the fountain-head of this work in this country, he comes to us fresh from the most recent research. He has himself done some very fine original work. He is a man of thirty-five, vigorous, and a good speaker.

California State Normal School, Chico.

REPORT OF PRINCIPAL ROBT. F. PENNELL FOR THE SCHOOL YEAR
ENDING JUNE 30, 1894.

To the Honorable Board of Trustees of the California State Normal School at Chico:

GENTLEMEN—I^therewith submit to you the annual report of the above-named school.

The number in attendance during the year was 218, an increase of 20 over that of the previous year.

The school has been uniformly prosperous, and each department well conducted. Two new departments should be established—one in Physics and Chemistry, and one in Physical Culture. The latter can not be done to advantage, however, until a gymnasium is erected and provided with proper apparatus.

More time than heretofore has been devoted to the History of Education and Psychology, with encouraging results. How much Psychology should be presented to pupils of the age and capacity of those that attend this school is still an open question, but the results of this year's work seem to point to the fact that too little stress has been laid upon this study in our Normal schools in the past.

The general tone of the school has been excellent, earnestness and thoroughness being marked features of all the work.

The recent action of the Joint Board of Trustees, in lengthening the course to four years, is a move in the right direction. Our Normal Schools will soon show by better results, the wisdom of this step. It will also enable more time to be given to purely professional studies. The ideal Normal School should devote *all* its time to these, but such conditions exist among those who enter our Normal Schools that much academic training is necessary before professional work can be done to any advantage.

The Library has had a substantial addition in the gift of nearly three hundred volumes from Mr. L. H. Morse, of Chico. Mr. Morse reserves one privilege in giving these books, viz.: that of consulting them whenever he may wish.

A collection of minerals (from the survey of Butte County) has been loaned to the Museum by W. K. Knowlton, Esq. These have been properly arranged in cases built expressly for them. A mountain lion, a cinnamon bear, and a civet-cat have been added to the collection of animals. These have been mounted and placed in cases.

The grounds are in the best of order. The walks and drives have been graveled at considerable expense; a number of trees have been planted, and a large collection of rose bushes and shrubs added. In a few years these grounds will compare favorably with any school grounds in the State.

THE fine public school building in Elmhurst, Alameda county, has been completed, and Miss Vivian, of San Leandro, has been elected principal of the school.



*** EDITORIAL ***

THE Regents of the State University have established a chair of Semitic languages. Dr. Jacob Voorsanger, of San Francisco, has accepted it temporarily.

TEACHERS throughout the State would add greatly to the interest in the JOURNAL, by sending us items of educational news from their localities. We appreciate such favors.

THE JOURNAL is mailed this month to the clerks as per last year's lists, except in those counties from which the Superintendents have already forwarded new lists. Clerks who have not been re-elected, and who receive the JOURNAL, will oblige by handing it to their successors.

PROF. HENRY T. ARDLEY, of the University of Minnesota, will take charge of the Industrial and Decorative Art Department of the State University. This department will include wood carving and modeling in plaster. This is a move in the direction of a growing demand.

A CORRESPONDENT to the Santa Barbara *Express* inquires why it is that students graduating from the local high school, or even partially completing the course, and securing a certificate of any grade from the County Board, get positions, while those who have an ambition to fit themselves for better work by taking a Normal course or attending a college or university do not. We pause for a reply.

HERBERT MILLER will not be principal of the Stockton High School this year. D. A. Mobley, of the Stockton schools will succeed him. Mr. Miller is one of the brightest and most progressive schoolmen in the State. A classicist, he is in full sympathy with the most advanced industrial educational thought of the day. A courteous, refined gentleman, with a trained intellect, keen in wit, a teacher who inspires confidence, a broadgauge educator, we regret to learn that such a man cannot stay with us. Business matters call him to Chicago, where he will probably, a little later, find work in a line-suited to his capacity.

An assistant has been given to Professor Faber, of the Santa Maria High School. A business course has been added, the local paper stating that "the demand for a course is almost universal, and the students' roll will, no doubt, be doubled in another year." A normal course is in contemplation, and, referring to it, the writer displays his local pride, but at the same time gives utterance to an unwarranted criticism: "The Normal schools of this State are few, and, according to reports, poorly managed. They are so far away that few of our teachers ever see the inside of their walls, and as a consequence this branch of our educational affairs, important as it is, is sadly neglected. The addition of a thorough Normal course would fill our new High School building full to overflowing with students who are anxious to be first-class teachers. It is the next step forward, and will undoubtedly be taken soon after the new commercial course is well established."

THE uncertainty in regard to the status of many of our high schools has been the cause of much uneasiness. Deputy Attorney-General Oregon Sanders, in a letter to Superintendent Anderson, gives an opinion which seems to clear up some of the questions as to the validity of the high school laws. He says: "Without going into a discussion *in extenso*, I have to say in reply to your communication, that in my opinion the Act of 1891 (Stats. 1891, p. 182), in relation to high schools, is in the main constitutional, and that the high schools established under that Act exist to day and are valid. Section 4 of the Act, which was declared unconstitutional by the Supreme Court, in the case of McCabe vs. Carpenter, decided May 22nd, 1894, is not, in my opinion, so interblended with the body of the Act as to render the whole Act void. The schools were duly created under the Act of 1891, and the means for their support are provided for by the Act of 1893."

WE take pleasure in recording the fact that at a recent meeting of the executive committee of the State Normal College, of Albany, N. Y., Principal Edward T. Pierce, of the Los Angeles State Normal School, had conferred upon him the degree of Doctor of Pedagogy. "This honor is in consideration of distinguished services in the cause of education and as a recognition of worth and success. It will never be conferred except upon persons who have attained distinction, and will be recognized in the future as a mark of superior attainments of professional skill." So writes William J. Milne in referring to it.

There are only a few institutions that have the authority to confer this degree. The Normal School and College is one of the two or three purely pedagogical schools in this country and its degree is to be prized. We congratulate Dr. Pierce, whose steady promotion in the State of his adoption is due to close application to the business in hand, and a sturdy conservatism that takes no step until the conditions have been carefully considered.

THE recent strike opens our eyes to the probability that resorts to violence can not at once be safely credited to foreigners; and that human nature, subjected to certain strains and temptations, is at bottom the same. In desperation men resort to primitive methods.

Worden now on trial at Woodland as the principal in the awful train wrecking near Sacramento is an American, the son of a New York father, who was respected and even prominent in business and politics. The son is a graduate of the Syracuse High School and spent two years at Columbia. We hope for the sake of a cherished theory he may be innocent, but at present every evidence strongly points to his guilt. The teacher's duty in view of the whole matter is to impress more and more upon his older pupils, and so far as he may be able, by example, upon the community, the importance, first, of the election of wise, honest men to make laws, and interpret them, and courageous men to enforce them; second, a remedy being afforded by the ballot, violence to person and destruction to property should be deprecated by every good citizen. The lesson taught by the strike is, that although the mass of the people are profoundly agitated over existing conditions and obvious tendencies, our citizens believe in the supremacy of law, the sacredness of a contract, and will look to the elective franchise for peaceable revolution.

THE Native Son whose picture appears as frontispiece in this number is a fine specimen of the best of the Indians on this Coast. The long lines of the face, the strong lower jaw, the firm mouth, the lofty brow, all indicate such force of character as clearly declare him a chief. When speaking of the Indians of this Coast, Californians at once picture the Piute, the Digger. But the Indians of Northern California and Oregon and Washington resemble more nearly the bold, intrepid, proud aborigines of the Atlantic slope and the Mississippi valley.

Provision is made in California by the general government for Indian education on the reservations. Scattered individuals are

found on the State school rolls in the neighborhood of every mission and in schools in the Coast Range and the Sierras. In Trinity, Shasta, Del Norte and Siskiyou and other northern mining counties many pupils are enrolled whose fathers are pioneers, the mothers are daughters of a race whose dominion was undisputed until the lust for gold brought the white man to the mountain and cañon. But whether the blood is clear or mixed, the Indian here as elsewhere on the continent is a factor of slight importance and has possibilities only as he may develop a disposition and aptitude for the civilization that is supplanting his primitive life.

"A Bit of the McCloud" is a fitting companion piece to the face, the like of which was so often mirrored in its crystal pools.

At a recent meeting of the Oakland Board of Education, Principal McChesney, of the High School, recommended certain text-books for use in the school, the authors of which are well-known professors in the State University. By a bare majority vote the recommendation was defeated. It was not denied that the books were equal in merit to those on the same subjects by other authors. It was contended, simply, that it was bad policy, tending to narrowness of intellectual vision, etc. There was no charge that the University is doing poor work; that its faculty is inferior; that it is not desirable to place the Oakland High School in touch with the highest institution in the State.

We think the action of the majority unwise, the position taken untenable.

First, the school is or is not desirous of retaining its place on the accredited list. If it is, then, humanly speaking, the spirit and methods of its instructors should be cultivated. If they write meritorious books, these should be held in favor. The secondary school looks to the higher for its inspirations. The reputation of the higher is maintained by the ability of its faculty. Authorship is a common form of expression of this ability. The argument that the use in the High School of books composed by professors in the University, for which the High School prepares, tends to intellectual narrowness, proves too much; for, pushed to its logical conclusion, it would necessitate frequent change in the High School corps, which, naturally, year after year finds itself more and more in friendly relation to the University Faculty.

Second, the spirit of the action is reprehensible, the inference to be drawn from it not creditable to the Board.

It places a partial embargo on authorship in our University, by limiting the field of sale of books and challenging the wisdom of their adoption in a community where common business sense would seem to justify it, and pardonable pride urge it.

It was urged that the books should first be tested in the East, removed from the personal bias that might influence here. How would it do to send the authors East with the understanding that if they could secure positions in some prominent university there for several years, would do approved work, write acceptable books, they would then be accredited applicants for positions in our University and their works might "follow them."

It does not by any means follow that skilled instructors can compose good text books, but it does seem reasonable that a University professor of English who writes a text book for the use of pupils in high schools, who will probably subsequently come into his own class, will put into that book the spirit and plan of his approach to the study of the composite language that has not only wrought into it the history and inspirations of the great Anglo-Saxon race, but has preserved in its sinuosities much of the history of civilization. Toward this spirit and this plan the student will grow by systematic approach.

We agree fully that we have more books than we know what to do with. Every editor, every reviewer, feels with Solomon that "of making many books there is no end." Teachers are bewildered and puzzled in making a choice. We sometimes heartily wish that authors and printing presses would quit for awhile. There is over-production. But out of the ceaseless grind and keen rivalry comes constant improvement, until many of our text books are marvels of beauty from the point of mechanics, and a delight because of their wise adaptation to ends. We accept our University professors as worthy of the positions they severally hold, and are rather proud of the fact that they can successfully enter the field of authorship. The people of Oakland are loyal to the State University. We do not believe that they approve of the action of the Board in this matter; for, however well intended, it looks like a proscriptive, ill-considered proceeding.

THE loss by the destruction of the Vallejo High School building on the night of July 20th amounts to \$28,000. The building and contents were insured for \$16,700. It is supposed that the fire was the work of an incendiary. Temporary accommodations will be provided for the pupils of the school until a new building can be erected.

Official

Department



AUGUST, 1894.

J. W. ANDERSON - - - - Superintendent of Public Instruction.
A. B. ANDERSON - - - - Deputy Superintendent of Public Instruction.

[State Supt. Anderson has prepared no report for this department of the JOURNAL this month.—ED.]

A CORRESPONDENT sends us the following item of school news: "An interesting chapter of school history has just been completed at Los Angeles. On the 11th of June, Supt. Brown was re-elected, and his salary raised from \$2,700 to \$3,000 per annum. Two weeks later the chairman of the teachers' committee, representing a majority of the board, assured Mr. Brown that if he preferred the High School principalship then prospectively vacant, he could have the position. Thereupon Mr. Brown resigned the superintendency, and Dr. W. N. Hailman was elected to succeed him. After the expiration of another two weeks, the board by a vote of five to four re-elected the former principal of the high school, who had in the meantime become a candidate for re-election. The following editorial from the *Los Angeles Daily Express* of June 26th, the day after Supt. Brown's resignation, is under the circumstances good reading: 'Prof. Leroy D. Brown, who has resigned as Superintendent of the City Schools to take the responsible position of Principal of the High School, has given universal satisfaction in his administration of the details of public school work and has made a record without a blemish. His new position requires even greater scholarship, and he will doubtless bring to it the erudition and the executive ability to maintain the good reputation he has made as Superintendent.'"

The Journal Series of Sketches of California Teachers and Schools.

ALLYN O. TAYLOR, A. M., was born near Palmyra, Mo., March 10th, 1862. At sixteen, he entered Palmyra Seminary, where he remained one year. Then after four years in La Grange College he was graduated, taking the degree of A. B. He next taught one term as Principal of Pleasant Hope Public Schools, and the following term as President of Pleasant Hope College. The next year he was at his studies again in Kentucky University, and for work done in this institution and in the study of law, La Grange College conferred on him the degree of A. M. He then came to California, where he has taught in Lake, Glenn, Colusa and



ALLYN O. TAYLOR, A. M.

Trinity counties. He has been Principal of Maxwell Public School, and was for two years Professor of Commercial Law, Commercial Arithmetic and Book-keeping in Lakeport College. He is now engaged in teaching the Hoaglin Public School at one of the best salaries paid in Trinity county.

MISS AMANDA M. BUCKMAN was born near Sonora, Tuolumne county, California, and attended the Curtis Creek Public School, the same school in which she is now engaged as teacher. Here she re-



MISS AMANDA M. BUCKMAN.

ceived her education, with the exception of a brief term in the Sonora Public School. In 1891, Miss Buckman received a certificate from the Tuolumne County Board of Education, and she has since been successfully engaged in teaching.

AMBROSE MEGAHAN, of the Prescott Evening School, Oakland, a native of Berlin, Somerset Co., Pa., is of Scotch-English stock. He attended the public school of his native village, and the Normal Academy, and at the age of sixteen began teaching. He taught during a

number of winter terms in Pennsylvania, Ohio, and Illinois, employing the summer seasons in learning a trade. After some experience as journeyman and master mechanic, he spent four years attending Mount Union College, Ohio, from which institution he was graduated, receiving the degree of B. A. in 1876, and the master's degree four years later. After the completion of his college course he came to California, and since 1877 he has been connected with the schools of Alameda county.



AMBROSE MEGAHAN.

He served three years as Deputy County Superintendent of Schools, and also for a time in the office of the Oakland City Superintendent. He is a clear thinker, a trenchant writer, possesses a wide range of sound information, and has done considerable work in the line of journalism. He was for some time editor of the *Alameda County Reporter*, and is at present Secretary of the Educational Publishing Co. He has had valuable experience in district, village, town and city educational work, and is familiar with the schools and school management not only of Alameda county but of the entire State.

In 1886 he was married to Miss Chrissie W. Laumeister, of Mission San Jose, and they have a family of three children.

OUR LIBRARY TABLE.

MAGAZINES.

THE August number of the *Overland Monthly* contains chapters V-VIII of Rounseville Wildman's intensely interesting Malayan novel, and the second installment of Colonel Poston's "Building a State in Apache Land," which has excited so much interest among lovers of history. Quite a striking feature is a remarkable account of how "two city girls held down a claim" in Montana; and something out of the ordinary run of magazine matter is the article by an Egyptian on "Egyptian Superstitions."

DOCTOR CARL LUMHOLZ, the distinguished explorer and author of "Among Cannibals," has been for the past three years making explorations in the almost unknown regions of the Sierra Madre in Mexico. He has written several papers on his discoveries for *Scribner's Magazine*, the first of which appears in the July number under the title "Among the Tarahumaris." These people are fundamentally different from the cliff-dwellers of the Southwest; they are cave-dwellers, and among them many strange customs, Christian and pagan ceremonies survive side by side. The whole group will be fully illustrated from photographs made by the author.

CONSPICUOUS among the contents of the July *Atlantic* is an able paper on "The Mayor and the City," by Harvey N. Shepard. The present form of government in our cities is interestingly traced in its development from the town meeting. In these days of effort for municipal reform this paper is of especial interest.

THE *Electrical Engineer* has begun the publication of an important educational series, to consist of thirty-five weekly parts of three Leaflets each—elementary, intermediate and advanced. In these Leaflets will be presented an accurate delineation of the principles of electricity and magnetism as applied to electrical engineering. The price of the Leaflets is 10 cents each. For each series of thirty-five Leaflets the price is \$3. Address *Electrical Engineer*, 203 Broadway, N. Y.

THE *Atlantic* for July has its share of out-door papers. They show more than one way of getting a change of scene and air, for besides Mr. Frank Bolles's Nova Scotia paper, "The Home of Glooscap," and Mr. Bradford Torrey's Florida sketch, "On the Beach at Daytona," an unsigned article, "The City on the House-tops," gives a vivid and sympathetic picture of the summer life on the roofs of houses in the most crowded quarters of New York.

BOOKS.

G. P. PUTNAM & SONS, New York, announce for early publication: "Tales of a Traveler," by Washington Irving. The Student's Edition, for the use of reading classes and of instructors and students of English literature. Edited, with an introduction and notes, by William Lyon Phelps, Instructor in English Literature in Yale College. Large 12mo., handsomely printed in a clear readable pa-

In preparation, the Student's Editions of Irving's "Sketch-Book" and Irving's "Alhambra." Edited by William Lyon Phelps. To be issued uniform with the above. These volumes have been prepared with the special purpose of meeting the requirements for matriculation examinations in English Literature at the Colleges.

GINN & CO. have begun the publication of "The National School Library of Song." This library will consist of a series of small volumes primarily intended to meet varied wants in upper grades of music instruction in schools. Each number will present ninety-six pages of musical material, carefully selected, arranged and edited in accordance with the special purpose of the book. The series will not be graded as a whole, but the secondary titles of each number will indicate its scope and object. The typographical plan of the series gives great economy of space together with great clearness. The moderate size of the volumes will render them at once lasting and convenient. Two numbers of the series will be ready immediately.

THE FUNK & WAGNALLS' STANDARD DICTIONARY OF THE ENGLISH LANGUAGE is a work of such extraordinary merit that it deserves more than a passing notice and review in this department of the JOURNAL. As a dictionary of our language it is so complete, and the work has been done so carefully in every line of literary, artistic and mechanical skill required in the preparation and publication of a comprehensive book of reference for all who speak the English language, that words of ordinary praise are inadequate in speaking of it. The aim of the publishers when they undertook the laborious and expensive undertaking of bringing out this book was to produce a dictionary of the English language which should be pre-eminently *the Standard*. That they have succeeded in their laudable aim, we do not hesitate to affirm. The Standard marks a great advance in lexicography, surpassing in many important particulars its eminent predecessors. An enumeration of the many new principles embodied would reflect great credit upon the painstaking scholars and specialists whose labors are crystalized in this book. There are over 300,000 words and phrases. The work is sold only by subscription. The two volume edition, Half Russia, \$7.50 per volume; single volume edition, Half Russia, \$12. Funk & Wagnalls' Company, New York.

MAXWELL'S FIRST BOOK IN ENGLISH, AND INTRODUCTORY LESSONS IN ENGLISH GRAMMAR, by the same author, are two little text books that teachers will like. Superintendent Maxwell, of Brooklyn, is a prominent educational figure, and a textbook from his pen may well merit attention. His own language as to what such books should be like can well be applied to these: "A language book should have delicacy of touch, keen appreciation of children's likes and dislikes, and the intuitive sense of what children can and cannot do." Price of each, 40 cents. American Book Company, 806-808 Broadway, New York.

THE AMERICAN SYSTEM OF VERTICAL WRITING, by the same publishers, presents in six copy-books the unfamiliar forms of rounded, upright, plump letters. The text is certainly legible enough. Price, \$1 a dozen.

ELEMENTARY LESSONS IN PHYSICS, by Superintendent John B. Gifford. Peabody, Mass., for the higher class in Grammar Schools and for High Schools.

169 pages. Price, 60 cents; examination copy, 30 cents. Teachers' Edition, 275 pages. Price, 75 cents; examination copy, 35 cents. Published by Thompson, Brown & Co., Boston, Chicago. These lessons were originally prepared for the author's own classes, and used by him in manuscript form. Numerous illustrations are given to show the conditions of the experiments. The apparatus required is simple, and of a kind readily procured at small expense. Educators desiring a text book made in accord with the best accepted methods of instruction will find this work to well repay examination.

THE FIRST LESSONS IN READING, based on the phonic word method, by Elizabeth H. Fundenberg. Price 25 cents. Teachers' Edition, 50 cents. Suggestive illustrations, animated text, progressively arranged. American Book Company.

THE American Book Company has sold to the Prang Educational Company, of Boston, New York and Chicago, all its interest in the White System of Art Instruction.

"PRACTICAL FLORA," by Oliver R. Willis, Instructor in Botany, etc., in New York Military Academy. "A scientific description and classification of the most important food-producing trees, shrubs and herbs, including ornamental plants, fruits, nuts, medicinal plants, and those which furnish oils, dyes, lumber, textile fabrics, etc." A useful book to the every day student of nature. American Book Company, San Francisco and Boston. Price, \$1.50.

"THE PSYCHIC FACTOR," an outline of psychology, by Chas. Van Nordan, LL.D., late President of Elmira College. "A book for students, embodying the trustworthy results of safe thought in the realm of current psychology." D. Appleton & Co., New York.

LABORATORY STUDIES IN ELEMENTARY CHEMISTRY. The studies here given are devoted to fundamental facts and principles, and the author, Professor Cooley, has had steadily in view their arrangement in logical order. A stock of material is given that will fit any lecture or text-book course. If this laboratory work is pursued in the right way we are sure that the pupil will have no occasion to complain of the dryness of the study. American Book Co., New York, Cincinnati and Chicago. 50 cents.

AFTER thorough discussion of the merits of vertical handwriting at the Seventh International Congress of Hygiene and Demography, London, on the motion of Dr. Kotelman, seconded by Dr. Gladstone, vice-chairman of the school board for London, England, the following resolution was passed: "That as the hygienic advantages of vertical handwriting have been clearly demonstrated and established, both by medical investigation and practical experiment, and as now by its adoption the injurious positions so productive of spinal curvature and short sight are to a great extent avoided, it is hereby recommended that the upright penmanship be introduced and generally taught in the elementary and secondary schools." Teachers who desire to be posted on this question, see the American Book Co.'s advertisement in the June and July JOURNAL.

ELECTRICITY ONE HUNDRED YEARS AGO AND TO-DAY. With copious notes and extracts. By Edwin J. Houston, Ph. D. (Princeton). New York: The W. J.

Johnston Company, Ltd., 253 Broadway. 199 pages, illustrated. Price \$1. In tracing the history of electrical science from practically its birth to the present day, the author of this work was fortunate to have at his disposal for this purpose the excellent library of the Franklin Institute, which contains perhaps the most complete collection of scientific publications of the last century to be found in this country. The work is not a mere catalogue of subjects and dates, nor is it couched in technical language that only appeals to a few. On the contrary one of its most admirable features is the agreeable style in which the work is written—its philosophical discussion as to the cause and effect of various discoveries and its personal references to great names in electrical science. Much information as to electrical phenomena may also be obtained from the book, as the author is not satisfied to merely give the history of a discovery but also adds a concise and clear explanation of it.

NELSON'S FIRST SCIENCE READER is the work of one of Chicago's most successful primary teacheré. It will be welcomed by a host of teachers who have demanded a science reader for children. It is published by A. Flanagan, Chicago. Price, 25 cents.



CALIFORNIA SCHOOL ITEMS.

S. B. WILSON is the new principal of the Nipoma school.

H. T. BACHELDER has been elected principal of the Oroville Union High School.

C. J. CALDWELL has charge of the principal department of the Ft. Bidwell school this year.

MR. E. W. LINDSAY, of West Park, has been elected principal of one of the ward schools of Fresno.

FRANK R. HIGHT, of Merced county, has been elected principal of the Grangeville school, Kings county.

THE Populists of Alameda county have nominated J. P. Garlick for County Superintendent of Schools.

BENJAMIN WEED, of the class of '94, U. C., has been elected principal of the Sonoma Union High School.

THE new \$3,500 schoolhouse in Valley View District, Santa Clara County, will be ready for occupancy this term.

PROF. H. C. PETRAY, formerly principal at Santa Rosa, has secured the Jefferson Street School principalship at Stockton.

The American Book Company's

List of Text Books is the largest and most varied; their books are by far the most widely used, and their prices are the lowest.

Smart's Manual of School Gymnastics30

"I am agreeably surprised with *Smart's Manual of School Gymnastics*. It is the first one dealing with physical work in public schools that can be followed by the teacher without a key or previous training by a special instructor."—ELLEN LE GARDE, Director Physical Training, Public Schools, Providence, R. I.

Fundenberg's First Lessons in Reading25

The latest primary reading book published. Phonic-word method. Thought developed—machine teaching avoided. Adopted for exclusive use in the public schools of Pittsburg, Pa., May 8, 1894.

The TEACHER'S EDITION of this book, 50 cents, is a complete manual in which each lesson is developed, and containing outlines for slate and board work, instruction in phonetics, rules for pronunciation, spelling, etc.

Eclectic English Classics now include:

ARNOLD'S (MATTHEW) SOHRAB AND RUSTUM .....	.20
EMERSON'S (R. W.) THE AMERICAN SCHOLAR, SELF-RELIANCE, COMPENSATION.....	.20
IRVING'S SKETCH BOOK—SELECTIONS.....	.20
MACAULAY'S SECOND ESSAY ON CHATHAM.....	.20
SCOTT'S IVANHOE.....	.50
MARMION.....	.40
LADY OF THE LAKE.....	.30
THE ABBOT.....	.60
SHAKESPEARE'S JULIUS CÆSAR.....	.20
TWELFTH NIGHT.....	.20
MERCHANTABILITY OF VENICE.....	.20
SIR ROGER DE COVERLEY PAPERS, from <i>The Spectator</i>.....	.20

President Harper's Inductive Classical Series. Latest additions:

HARPER AND CASTLE'S GREEK PROSE COMPOSITION .....	.75
HARPER AND WALLACE'S XENOPHON'S ANABASIS.....	1.50
HARPER AND MILLER'S VERGIL'S ÆNEID AND BUCOLICS.....	1.50
HARPER AND CASTLE'S INDUCTIVE GREEK PRIMER.....	1.25
HARPER AND COLMAN'S CÆSAR— <i>Text only</i>.....	.75

Maxwell's First Book in English40

Presents a series of simple sentences on interesting topics, in the study of which young pupils are trained *almost unconsciously* to express their thoughts clearly and accurately. They are thus prepared in an easy, pleasant, yet thorough manner for the later more formal study of English grammar.

Guerber's Myths of Greece and Rome 1.50

A new mythology for school, home, and library. 71 sumptuous, full-page pictures. Charming literary style.

"We recall no recent work in this field more interesting, or which, without being pretentious, will give the reader so quickly and surely a knowledge of classical mythology."—*New York Times*.

AMERICAN BOOK COMPANY,

NEW YORK

CINCINNATI

CHICAGO

BOSTON

PORTLAND, ORE.

Address A. F. GUNN, AGENT,

101 Battery Street, San Francisco, Cal.

THE Riverside Board of Education has abolished the office of City Superintendent of Schools, which has been held by Eli F. Brown for several years.

PRINCIPAL SWAFFORD is re-elected to the Petaluma High School. C. O. Sharp, ex-Superintendent of Siskiyou, takes charge of the commercial department of the same school.

PAUL A. GARIN, Superintendent of Drawing in the Oakland School Department, and an indefatigable worker in his profession, has in preparation a new High School Course in Drawing.

E. M. PRICE, a member of the Calaveras County Board of Education, and for many years the successful principal of the public school in West Point, has been elected principal of the Sutter Creek school.

NILES SCHOOL DISTRICT, Alameda County, recently held an election to determine whether \$1,000 bonds should be voted for the purpose of completing the schoolhouse. The vote was unanimous in favor of the bonds.

IN Alameda county the following new principals have been elected: Haywards Union High School, John Gamble; Irvington, D. Crosby; Warm Springs, E. Esdon; Centreville, H. W. Lynch; San Leandro, W. H. Langdon.

SUPERINTENDENT MANZER, of Santa Clara, has been elected superintendent of the San Jose schools, but Supt. Russel claims that his term has not expired, and will contest. W. W. Pettit is the new principal of the Gilroy schools.

MIGUEL school district, Merced county, will vote a tax of \$500 on the 11th of August, for the purpose of building a new school-house. Ingomar district, in the same county, has already voted a tax of \$800, to be used in erecting and furnishing a new school building.

F. C. ARMSTRONG, Assistant Commissioner of Indian Affairs, reports that H. M. Savage, Superintendent of the Perris Indian School in Southern California, has stolen at least a third of all the money reported by him as disbursed for the school. Savage is supposed to have escaped to Mexico.

MISS ADALINA L. BROWN, a graduate of a Buffalo, N. Y., seminary, has had charge of the Indian school established by the Government near Canby, Modoc county. Recently she went to the county-seat to procure a license to marry one of her Indian pupils. The license was refused and the pair were then married by contract.

OAKLAND.—Lewis S. Thorpe, of the Oakland High School, retires, to enter the profession of medicine. James Draper, of the Boston School of Technology, was elected to teach chemistry. John F. Gulick was elected to the Haywards Grammar School. Robert Patton succeeds Isaac Wright in the Livermore Union High School.

FAIRFAX SCHOOL DISTRICT, Kern County, is known as one of the most progressive districts in California. Annually for three years past the intelligent people have voted a special tax for building purposes, and another election calling for \$1,500 will be held this month. With this amount their handsome schoolhouse will be completed and furnished and the grounds suitably improved.

FRESNO CITY.—Mr. Elliott, of Tulare City, was elected to a principalship, to succeed Mr. Langdon, who goes to San Leandro. E. W. Lindsey was elected to the new principalship. W. S. McNeil, a graduate of Cornell, takes charge of the Science Department in the High School. Geo. D. Sones goes to the State University as Instructor in Physics. The candidates for Superintendent of Schools in Fresno county are Thos. J. Kirk (Rep.), Ferdinand Kenyon (Dem.), Geo. W. Cartwright (Pop.)

THE officers and teachers of the Whittier State School, including the instructors in the trades as well as the instructors in the school rooms, about one year ago organized an Association. They have monthly meetings, and it is practically a Teachers' Institute. They have among themselves an orchestra, and at each monthly meeting there is instrumental and vocal music and recitations, and a paper on some subject of general interest. During the past year there have been papers on military instruction, scientific cooking, mechanical drawing, general culture in Institutions, the necessity of training both the hand and the mind, the architecture of ancient Rome, and other topics.

Cheney's Pacific Coast Bureau of Education

Recommends properly qualified High School teachers, grade teachers, professors and instructors for Normal Schools, Principals and teachers for Academies, Seminaries and Kindergartens, Specialists in Music, Drawing and Painting, and Physical Culture. References required and given.

ADDRESS:—

MAY L. CHENEY, }
WARREN CHENEY, } Managers.

300 Post St.

Telephone 907.

San Francisco, Cal.

TEACHERS REQUIRE COMPRESSED INFORMATION.

They absolutely need books which cover a large field in little space. They must get at the meat of things, and that quickly. Every subject does not appeal to them, but surely the knowledge of the literature of their country is essential. The work which covers the subject from the outset until the present time, and in an entirely satisfactory manner, is

The Library of American Literature.

The Standard Reference Work on the Literature of your Country.
500,000 vols. of American Writings culled down to 6,200 pp. 1,207 Best Authors represented by
2,671 Best Selections. Biography of each Author.

1607-1890.

The editing and compilation done by two eminent literary critics of this country: **Mr. E. C. Stedman** and **Miss E. M. Hutchinson.**

HANDSOME AS AN EDITION DE LUXE.

Eleven large octavo volumes, finely printed on good paper and bound in tasteful styles.

Copiously Illustrated with Fine Portraits.

SOLD ON EASY PAYMENT PLAN. A YEAR'S CREDIT.

We trust and deliver the whole set free—upon first payment.

For sample pages and further information, send three 2c. stamps to

WILLIAM EVARTS BENJAMIN, PUBLISHER,

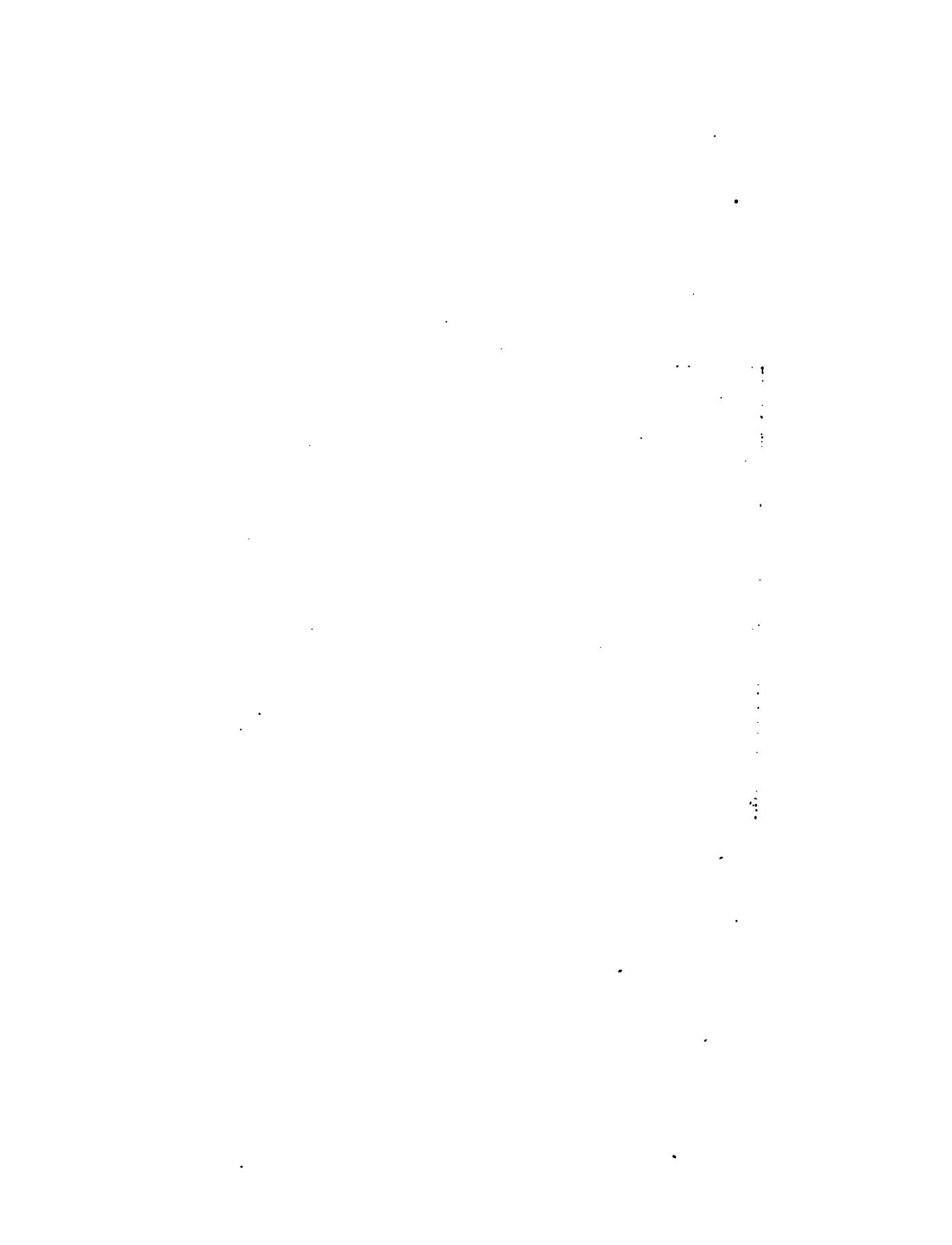
22 East 16th Street, New York, or 136 Boylston Street, Boston.

Salesmen Wanted. Liberal Terms.

Business Notices.

A. MEGAHAN, 806 Madison street, Oakland, Cal., is the Manager of the California League Teachers' Bureau. This is a State branch of the National League of State Teachers' Bureaus. Frank E. Plummer, general manager, Des Moines, Iowa. By registering in this State branch you are registered without other charge through the National League in every State in the Union. This is a wonderfully far-reaching and successful organization for teachers. The associated State paper, known as *The National Teacher and School Board Journal*, back of the League, increases its power for placing teachers. You can join the Bureau and secure the *Journal* for one fee. Write them as above.

DURING the recent railroad strike many persons about San Francisco Bay found their outings restricted to one railroad, namely, the San Francisco & North Pacific. The little road was at once thrown into prominence, and the many charming villages and camping places along the line received deserved notice. From Tiburon to Ukiah the trip is a constant surprise and delight. Following the edge of the redwoods all the way the tourist is constantly receiving suggestive whiffs and glimpses of the woodlands toward the sea, while on the east his eye is feasted with stretches of grain field and orchard. San Rafael, Santa Rosa, Cloverdale and Hopland, the Russian River, and the stage lines to Lake Mendocino and Humboldt, offer inducements that, once enjoyed, you will be eager to go again. Do you want to make a trip? Inquire of courteous agents at city office.





LEANING ON HIS NEIGHBOR.

THE PACIFIC EDUCATIONAL JOURNAL.

Official Organ of the Department of Public Instruction of California.

VOL. X.

SEPTEMBER, 1894.

No. 9.

CURRENT EDUCATIONAL THOUGHT.



GIVE us more of teaching that will inspire respect for the law; that will teach our children upon what depends their freedom, and all the rights guaranteed to them. Put into the schools more of the seed that produces genuine patriotism. Give us more teachers who believe that order is Heaven's first law; who will teach the child that obedience to duly constituted authority is the chief virtue of citizenship; who will teach that this country is the best, this age the best, this Government the best, the State the best; that this hour is the best for the doing of good, the discharge of duty, for regard for the laws, and for response to the demands of our country upon us.—*Record-Union*, Sacramento.

THE primary teacher should have a profound knowledge of the individual child. Many a child has been punished for inattention or disobedience when a physical examination would show him defective in hearing. Another child may be kept after school for carelessness in copying work from the board, when a test would show him to be simply affected with some defect of the eyes. Many a child has been handicapped throughout his entire school course because of a deficiency in form perception, when if placed on record as weak in form perception, and the teacher had bent every energy to strengthen him in this, not only might his school days have been more enjoyable, but his mind would have received a more symmetrical development.—MISS AGNES STOWELL, Stanford University.

IF there is any one possession a teacher should be thankful for having, it is not great attainments, a good figure, or a handsome face, but a kind heart. The possession of a heart of love in the schoolroom will cover up every deficiency; the children love such a teacher, even when they find out they can parse better than she can.—*School Journal*.

SOME THOUGHTS FROM THE N. E. A., AT ASBURY PARK, N. J.

I DO but echo the universal opinion of all competent to judge in maintaining that language is, or ought to be, the basic study in all our schools. It is the fountain head, whence flow all the helpful healing streams of education. Language is the key that unlocks all human thought, and gives voice to all human aspirations. To think well, to speak well, to write well—these are the rightful heritage, the common prerogative of all who are correctly educated. The one language that American pupils should study through all their career is the English language. Courses of instruction, however, that confine language study to the English, eliminating foreign tongues, ancient or modern, ignominiously fail in the production of that power essential to modern culture.—DR. A. F. NIGHTINGALE.

SECONDARY schools, high schools, city superintendents, manual training schools, have usurped nearly the entire educational field, while the schools in which the children of the farmer and the miner must receive at best a limited education are sitting in the valley of the shadow of ignorance, waiting for their redemption. The country school in every State needs an educational regeneration—a fresh baptism into the spirit of Horace Mann. There is danger that as a profession we are becoming too professional. Psychology, pedagogy and scientific terms are well enough when we are debating among ourselves, but, if we expect to make the people understand, we must talk common sense.—STATE SUPT. HENRY SABIN, Iowa.

THE mass of mankind looks up to medicine, law and theology as the learned professions, while the mass of mankind looks down upon teaching as a means of earning a livelihood. A higher and more important idea of the teacher's work ought to be entertained among the people. The teachers are not given their proper place in the community. At public meetings teachers are not given a prominent place in the preparation, nor a seat upon the platforms. It is the lawyers, the ministers, and the politicians who are thus honored, even where school buildings are to be dedicated. The literary clubs and like organizations are not open to the teachers of the public schools. "Oh, she's only a public-school teacher," expresses about the regard which is felt for the teacher. It may be humiliating, but a large share of the responsibility for this rests with the teachers themselves. They should have as their inspiring watchword a higher standard and a nobler ideal.—DR. EDWARD BROOKS, Philadelphia.

THE high schools have a duty to perform in the matter of public speaking. Of what practical value to our boys and girls is all their knowledge if it cannot be brought into action; if when questions of grave import are under discussion, lips that should be eloquent are dumb? Composition work does not necessarily imply useless, thankless drudgery. It should mean pleasure, enthusiasm. To be effective it must have two distinct ends in view, and everything must be subordinated to these. First, it should give our scholars the ability to write good English; second, it should enable them to express in speech their thoughts in a creditable manner.—PRINCIPAL F. S. FOS-DICK, Buffalo, N. Y.

WE must study the child's spontaneities in body and mind; these are the buds of promise. We must know their seasons, their strength, and number. We must know how the child feels towards sky, stars, heavenly bodies, clouds, winds, snow, rain and thunder; toward flowers, trees and fruit; toward each species of animal; and we should make sure that this primitive unity with and worship of Nature has the fullest possible scope at the fittest time. Studies on motor ability, and its development in successive years, give the only room for technical and manual training. Those of the voice and musical tones are the only scientific basis for music.—DR. G. STANLEY HALL, Clark University.

CHILD study as the basis of practical pedagogy has at last come to the front. Some of the resulting changes are: 1. Only those desiring to teach are candidates for admission to Normal schools, and the mongrel character of half academy and half-training school is rapidly disappearing. 2. A central, specific, and dominating aim is separating itself from the more or less confused ends heretofore set up. 3. The psychology of the text-book is surrendering to the psychology of the child, at least receiving illumination from that service. 4. There has been a return to the course of study for re-examination of the content in the light of scientific truth, and for its enrichment from the generous fields of science and literature. 5. The university development of the Normal school idea has turned the attention of the ripest scholarship of the times to the problem of popular elementary education.—PRESIDENT J. W. COOK, Illinois Normal University.

WHILE the school fosters by its percentages and rankings the spirit of rivalry and the desire to advance at the expense of one's neighbor, it will be impossible to secure, as the result of school train-

ing, any advance toward the higher plane of moral living, in which one says:

"I'll help you and you'll help me
And then what a helping world 'twill be."

—MISS LUCY WHEELOCK, Boston.

ONE of the resolutions adopted at the Asbury Park meeting of the N. E. A. was: "Continued improvement and development of the public schools require that the well-equipped teacher have proper security in the tenure of his office, a tenure free from the demoralizing interference of inexpert opinion, private favoritism, or political vicissitude. We note with satisfaction the movement to secure expert supervision in rural districts and to lift city schools' systems above the baleful and abhorrent influences of political machinations."

IT is possible for American teachers, having at their command the richest literature in the world, to give a complete moral revelation of the world, both as to individuals and to organizations, thus making literature an instrument for enabling the child to acquire a clear, moral insight into his future realm of action, at the same time developing sound moral judgment, and warming the heart for the higher ideals of conduct. The remaining studies of the humanistic group—history, language, art, civics—may in like manner be made to contribute to insight and disposition. Even if the sciences have no strictly moral content, they can, nevertheless, be made instruments for moral training. An intense love of the truth can be developed through them, while a gentle, kindly disposition can be cultivated through their study. The same is true of those studies that we call economic, such as manual training, industrial drawing and art, and especially geography, which has such manifold relations to history, science and industry.—PRESIDENT CHAS. DE GARMO, Swarthmore College.

ONE half of the child's time is devoted to the study of arithmetic, and much of this is a waste of time.—Arithmetic needs pruning. The next biggest waste is over the study of geography. There are 10,000 useless facts to be learned. These are not all remembered. God in his infinite mercy has made it impossible to remember all of this useless rubbish. One-half of it is forgotten in forty-eight hours, and a good share of the other half during the next month. It should be the aim of teachers to teach the child in the country schools the significance of things. The beauties of nature, and the wonders of things

which have been created, should be brought to the child's mind. History is too often but the pretense of learning chronological facts in lumbering words. The country school ought to teach the children how to read, and inspire in them a love of reading. It is possible to reach the individual in the country much more closely than in the city schools.—SUPT. ORVILLE T. BRIGHT, Cook County, Ill.

THE public schools must be rid of the domination of party influence and friend-rewarding men. School superintendents and boards should have exclusive control of the selecting of teachers, the choice of texts, and the conduct of the schools. The independence of teachers will bring an improvement in the courses of study. If high grade capacity, founded on experience and training, is demanded in the schools, at once the attention of applicants is turned toward that kind of qualification. But so long as election goes by favors, there is no guarantee that the schools are safe.—SUPT. L. B. EVANS, Augusta, Ga.

IN the matter of education there is no word more abused than "practical." The greatest educational fallacy afloat is that we are to be educated in youth in order to practically use that information in after life. Most of the things we learn in early school life fade away. The practical education is not, after all, that which teaches details, and what we are to use in after life, but that which builds up mind and character. Every man, to have success, must have the power of discrimination. He must be able to judge in other than straight lines. In making out our courses a great mistake has been made by putting in a little of almost everything. Mind is developed by its constant application on a few subjects. The Germans educate along a few lines, which they have found to be productive of great educational developing results. If we should do this, our young graduates would know at least a little about something. The progress of the next twenty-five years will be made along these lines.—DR. C. K. ADAMS, ex-President Cornell University.

THE young teacher is often impressed with the idea that she must cultivate the imagination of children. It is so easy to switch off on the Prevaricating track that she hesitates about engineering on the Imagination line. Nine times out of ten she hesitates and is lost. The Memory line is the one over which she came, and she decides to travel by that good old route.—ALLIE M. FELKER, San Jose State Normal School.

GENERAL DEPARTMENT

History of Education in California.

**BIBLIOGRAPHICAL OUTLINES OF A SERIES OF LECTURES GIVEN BY
MR. WILL S. MONROE AT STANFORD UNIVERSITY.**

I.—THE MISSION SCHOOLS.

1. Bancroft, H. H. History of California, Vol. I, chap. xxviii; Vol. II, chap. ix; Vol. III, chap. iv; Vol. IV, chap. viii.
2. Doyle, John T. Missions of Alta California. *Century Magazine*, January, 1891.
3. Doyle, John T. The Pious Fund of California.
4. Hittell, J. S. History of San Francisco, Vol. I, p. 596; Vol. II, p. 97.
5. Jackson, Helen Hunt. Father Junipero and his work. *Century Magazine*, May and June, 1883.
6. Powers, Laura Bride. Story of the old missions.
7. Powers, Laura Bride. The missions of California. *California Magazine*, July, 1893.
8. Shinu, Charles H. Spanish-Californian schools. *Educational Review*, Vol. IV, p. 30.
9. Soulé, Frank; Gihon, John H., and Nesbit, James. The annals of San Francisco, part I, chap. iv.
10. Vallejo, Guadaloupe. Ranch and mission days in California. *Century Magazine*, December, 1890.
11. Victor, Frances Fuller. Studies in California missions. *The Californian*, May, June and July, 1882.

II.—PIONEER SCHOOLS.

1. Bancroft, H. H. History of California, Vol. V, p. 656.
2. Hittell, J. S. History of San Francisco, Vol. II, p. 294.
3. Pelton, J. C. The first public school in California. *Overland Monthly*, Vol. XVIII, p. 399.
4. Pelton, J. C. Poems and prose, Vol. I, p. 199.
5. Shinn, Charles H. The Spanish-Californian schools. *Educational Review*, Vol. VI, p. 30.
6. Soulé, Frank; Gihon, John H., and Nesbit, James. The annals of San Francisco, Part II, chap. iv.
7. Swett, John. History of the public school system in California, p. 12.

III.—FOUNDATION OF THE FREE SCHOOL SYSTEM.

1. Annual reports of the superintendent of public instruction of California. 5th to 7th and 10th to 13th. 1856 to 1863.
2. Biennial reports of the superintendent of public instruction of California. 1st to 15th. 1864 to 1892.
3. Common schools in California. Barnard's American Journal of Education, Vol. XXIV, p. 230.
4. Kellogg, Martin. Educational progress. In "Riverside Addresses," p. 3.
5. Kiddle and Schem. Cyclopædia of Education. Article "California."
6. Public instruction in California. Barnard's American Journal of Education, Vol. XVI, p. 625.
7. Swett, John. History of the public school system in California, p. 9.
8. School laws of California, 1858, 1864, 1866, 1876, 1878, 1880, 1889 and 1893.

IV.—DEVELOPMENT OF THE PUBLIC SCHOOLS.

(a). *Elementary.*

1. Annual reports of the superintendent of public instruction of California. 5th to 7th and 10th to 13th. 1856 to 1863.
2. Biennial reports of the superintendent of public instruction of California. 1st to 15th. 1864 to 1892.
3. Brooks, Elisha. My school days. Pacific School Journal, June, 1877, p. 110.
4. Compulsory education. California Teacher, April, 1872, and May, 1874.
5. Educational matters in the Southern counties. California Teacher, May 1865, p. 269.
6. Fisher, Philip M. California and her schools. New England Journal of Education, July 3, 1890.
7. Kellogg, Martin. Educational progress in California. In "Riverside Addresses."
8. Monroe, Will S. Examinations and promotions in California. Pacific Educational Journal, February, 1893, p. 48.
9. Swett, John. History of the public school system in California, p. 14.
10. Swett, John. How I became a schoolmaster. Pacific School Journal, June, 1877.

(b). *Secondary.*

1. Biennial reports of the superintendent of public instruction of California. 14th, p. 199; 15th, p. 21.
2. Clarke, John B. The new high schools of California. Pacific Educational Journal, August, September and October, 1891.

3. Hutton, Charles E. The high schools of California: an address before the California Council of Education, 1893.
4. Memorial of Edward Rowland Sill.
5. Shinn, Milicent W. and Whitney, Charlotte Anita. Some points for Californians contemplating endowment. *Overland Monthly*, Vol. XVIII, p. 543.
6. Shinn, Milicent W. Edward Rowland Sill. *Overland Monthly*, Vol. IX, p. 432.
7. Sill, E. R. Conference of high school teachers. *California Teacher*, February, 1873, p. 270.
8. Sill, E. R. Shall we have free high schools? *The Californian*, February, 1881.
9. University of California high school circular.

V.—HIGHER EDUCATION.

(a). *University of California*.

1. Annual report of the superintendent of public instruction of California. 7th, p. 9.
2. Biennial reports of the superintendent of public instruction of California. 3rd, p. 25; 4th, p. 87; 9th, p. 28; 10th, p. 44; 11th, p. 27; 13th, p. 24; 14th, p. 49.
3. Carr, E. S. and others. University of California and its relation to industrial education.
4. Fisher, Philip M. Charter day at the State University. *Pacific Educational Journal*, April, 1893, p. 176.
5. Gilman, Daniel C. Statement of the condition of the University of California.
6. Inaugural addresses of Presidents Reid, Holden, Davis, and Kellogg.
7. Jones, William Carey. Historical sketch of higher education on the Pacific coast. *Proceedings of National Educational Association* for 1888, p. 444.
8. Munificent gift to the University. *California Teacher*, October, 1872, p. 130.
9. Progress of the University. *California Teacher*, April, 1875, p. 319.
10. Registers of the University, 1874 to 1893.
11. Reports of the regents of the University, 1872 to 1891.
12. Shinn, Milicent W. The University of California. *Overland Monthly*, Vol. XX, pp. 337, 479 and 585.
13. Swett, John. History of the public school system in California, p. 165.
14. The State University. *Pacific Educational Journal*, March, 1887, p. 80.
15. Willey, Samuel H. A history of the College of California.
16. Willey, S. H. The College of California water plan. *The Californian*, October, 1882.

(b). *Stanford University.*

1. Barnes, Earl. The study of education at Stanford University—Educational Review, Vol. VI, p. 360
2. Circulars of information, 1st to 6th.
3. Jordan, David Starr. The policy of Stanford University. Educational Review, Vol. IV, p. 1.
4. Registers of the University, 1891 to 1893.
5. Shinn, Milicent W. The Leland Stanford, Jr., University. Overland Monthly, Vol. XVIII, p. 337.
6. The Sequoia, Vols. I to III, 1891 to 1894.
7. The Palo Alto Magazine, Vol. I, 1891-92.
8. The Daily Palo Alto, Vols. I to IV, 1892 to 1894.

(c). *Denominational Colleges.*

1. Catalogues of the Santa Clara College, 1854 to 1893.
2. Catalogues of the University of Southern California, 1880 to 1893.
3. Catalogues of Pomona College, Pierce Christian College, Napa College and the University of the Pacific.
4. Jones, William Carey. Historical sketch of higher education on the Pacific coast. Proceedings of National Educational Association for 1888, p. 444.
5. Mackenzie, Robert. Presbyterianism in California education. California Magazine, April, 1892, p. 432.

(d). *Higher Education of Women.*

1. Biennial report of the University of California, 1872-73, p. 17.
2. Catalogues of Mills College and Seminary, 1891 to 1893.
3. Davis, Horace. Collegiate education of women. Overland Monthly, Vol. XVI, p. 337.
4. In memoriam. Rev. C. T. Mills, D. D.
5. Proceedings of collegiate alumnae, Pacific coast branch.
6. Report of commissioner of education, 1876, p. 31; 1877, p. 18; 1884-85, p. 25.
7. Sackett, Mary E. Women and the alphabet. Pacific Educational Journal, December, 1893, p. 479.
8. Shinn, Milicent W. Women on school boards. Overland Monthly, December, 1882.
9. Souvenir of Mills College and Seminary.

VI.—PROFESSIONAL SCHOOLS.

(a). *Normal Schools.*

1. Allen, Charles H., editor. Historical sketch of the State Normal School at San Jose.
2. Annual report of the superintendent of public instruction of California. 13th, p. 49.
3. Biennial reports of the superintendent of public instruction of California. 1st, p. 171; 2nd, p. 102; 4th, p. 117; 5th, p. 339; 6th, p. 404; 10th, p. 42; 13th, p. 28; 14th, p. 53.

4. Catalogues of the State normal schools at San Jose, Los Angeles and Chico.
5. Memorials of Henry Brace Norton.
6. Normal School. California Teacher, October, 1873, p. 103.
7. Swett, John. History of the public school system in California, p. 169.

(b). *Schools of Theology and Law.*

1. Catalogue of the San Francisco Theological Seminary, 1893-94.
2. Mackenzie, Robert. Presbyterianism in California education. Californian Magazine, April, 1892, p. 432.
3. Registers of the University of California, 1874 to 1892.
4. Reports of the board of Regents of the University of California, 1872 to 1891.
5. Reports of the commissioner of education. 1872, p. 25; 1874, p. 31; 1875, p. 37; 1876, p. 11; 1877, p. 8; 1878, p. 9; 1879, p. 8; 1880, p. 10.
6. Shinn, Milicent W. The professional schools of the University of California. Overland Monthly, Vol. XX, p. 585.

(c). *Schools of Medicine, Dentistry, Pharmacy, and for Nurses.*

1. Annual announcement and Catalogue of the Hahnemann Hospital College. 11th.
2. Annual reports of St. Luke's Hospital. 5th to 8th. 1890 to 1893.
3. Catalogues of the College of Medicine of the University of Southern California, 1889 to 1893.
4. Register of the University of California, 1874 to 1892.
5. Reports of the boards of Regents of the University of California, 1872 to 1891.
6. Report of the California Woman's Hospital, 1893.
7. Shinn, Milicent W. Professional schools of the University of California. Overland Monthly, Vol. XX, p. 585.

(d). *Schools of Science and Art.*

1. Heath, S. R. Society of Decorative Art in California. The Californian, August, 1882.
2. Holder, Charles F. The California Academy of Science. California Magazine, January, 1893.
3. Publications of the University of California and Stanford University.
4. Shinn, Milicent W. Professional schools of the University of California. Overland Monthly, Vol. XX, p. 593.
5. Shinn, Milicent W. The Lick Observatory. Overland Monthly, Vol. XX, p. 479.
6. The Lick Astronomical Observatory. Pacific School Journal, March, 1887, p. 89.

VII.—SCHOOLS FOR DEFECTIVE, DELINQUENT, AND DEPENDENT CHILDREN.

(a). *Deaf, Blind, and Feeble-minded.*

1. Annual reports of the trustees of the California Home for the Care and Training of Feeble-minded Children, 2nd to 8th, 1886 to 1892.
2. Institution bulletin: Quarterly announcement of the California Home for the Care and Training of Feeble minded Children. Vols. I to V, 1889 to 1893.
3. Monroe, Will S. Education of feeble-minded children in California. Pacific Educational Journal, April, 1894.
4. Monroe, Will S. Education of deaf and blind children in California. Pacific Educational Journal, May, 1894.
5. Osborne, A. E. The care and training of feeble-minded children.
6. Reports of the board of directors of the California Institution for the Education of the Deaf and Dumb and the Blind. 1st to 20th. 1875 to 1892.
7. Reports of the superintendent of public instruction of California. 3rd, p. 22; 4th, p. 82; 10th, p. 55.
8. Wilkinson, Warring. The California institution. In "Histories of the American schools for the deaf," Vol. II.

(b). *Juvenile Offenders and Orphans.*

1. Amended statutes of the Preston School of Industry.
2. Annual reports of the San Francisco Industrial School. 1st to 9th, 1859 to 1868.
3. Annual report of the Bishop Armitage Orphanage. 6th, 1892-93.
4. Biennial report of the Whittier Reform School for Juvenile Offenders. 1892.
5. Biennial reports of the superintendent of public instruction of California. 3rd, p. 14; 9th, p. 46; 11th, p. 38; 12th, p. 27; 13th, p. 35; 14th, p. 57; 15th, p. 35.
6. Circular of information No. 3, Whittier State Reform School.
7. Lindley, Walter. The Whittier School. Pacific Educational Journal, February, 1892, p. 46.
8. The Whittier. Vol. I. 1892-93.

VIII.—SCHOOLS FOR NEGROES, CHINESE AND INDIANS.

1. An educated Indian princess. Pacific School Journal, August, 1886, p. 143.
2. Annual report of the superintendent of public instruction of California. 13th, p. 67.
3. Biennial report of the superintendent of public instruction of California. 2nd, p. 22.
4. History of the mission of the Methodist Episcopal Church to the Chinese in California.

5. Indian children. California Teacher, July, 1872, p. 21.
6. Reports of the commissioner of education. 1871, p. 82; 1872, p. 15; 1873, p. 31; 1874, p. 34; 1875, p. 38; 1879, p. 19; 1880, p. 26; 1881, p. 18; 1882-83, p. 20; 1883-84, p. 24; 1884-85, p. 25.
7. Reports of the superintendent of Indian schools.
8. Sackett, Mary E. The Chinese school. Pacific Grove Review, January 14, 1893.
9. Swett, John. History of the public school system in California, p. 205.

IX.—KINDERGARTENS.

1. Annual reports of the Golden Gate Kindergarten Association. 5th to 14th. 1884 to 1893.
2. Annual reports of the Silver Street Kindergarten Society. 8th and 10th.
3. Cooper, Mrs. Sarah B. The San Francisco kindergartens. California Teacher and Home Journal, March, 1884, p. 503.
4. Cooper, Mrs. Sarah B. The growth of the kindergarten. Pacific Educational Journal, July, 1888, p. 206.
5. Kindergartens. California Teacher, April, 1864, p. 229.
6. Kindergarten work in California. Barnard's American Journal of Education, Vol XXX, p. 897.
7. Lewis, Minna V. Kindergartens. Californian Magazine, January, 1892.
8. Monroe, Will S. Emma Marwedel and the kindergarten. Education, February, 1894, p. 338.
9. Putzker, Albin. A devoted kindergartner. Pacific Educational Journal, January, 1894, p. 2.
10. Report of commissioner of education. 1878, p. 16; 1880, p. 18.

X.—PRIVATE SECONDARY EDUCATION.

1. Biennial report of the superintendent of public instruction of California. 13th, p. 158.
2. California's Manual Training School. Pacific Educational Journal, October, 1891, p. 380.
3. Carr, Jeanne C. Throop University. Californian Magazine, September, 1892.
4. Catalogues and announcements of California commercial schools and business colleges.
5. Catalogues of Chaffey College, Healdsburg College, Sacramento Institute, Miss Lake's School, Hoitt's School for Boys, Cogswell Polytechnic College and Ludlum's School of Oratory.
6. Report of the commissioner of education. 1873, p. 24; 1874, p. 25; 1889-90, p. 1496.

XI.—PUBLIC SCHOOLS OF SAN FRANCISCO.

1. Course of study in the grammar and primary schools of San Francisco. California Teacher, March, 1868, p. 235.

2. Hackett, Fred H. The schools of San Francisco. *Californian Magazine*, July, 1892.
3. Kiddle and Schem. *Cyclopædia of Education*. Article "San Francisco."
4. Reports of the schools of San Francisco. 16th to 39th. 1869 to 1892.
5. Swett, John. History of the public school system in California, p. 71.

XII.—SCHOOL EXTENSION.

1. Announcements of summer schools and Chautauqua assemblies.
2. Field, Mrs. Mary H. Chautauqua. *Pacific School Journal*, September, 1880; August, 1882; and July, 1883.
3. Field, Mrs. Mary H. Pacific Grove Chautauqua Assembly. In "Kate Thurston."
4. Fisher, Philip M. Southwest summer training school. *Pacific Educational Journal*, September, 1892, p. 395.
5. Shinn, Milicent W. University extension. *Overland Monthly*, Vol. XX, p. 594.

XIII. TEACHERS' INSTITUTES AND ASSOCIATIONS.

1. Addresses and proceedings of the California Teachers' Association for 1892.
2. California Educational Society. *California Teacher*, July and October, 1863.
3. California Educational Society. *Barnard's American Journal of Education*, Vol. XVI, p. 788.
4. Proceedings of the California State Teachers' Institute and Educational Convention for 1861 and 1862.
5. Proceedings of the California Council of Education for 1892.
6. Programs and proceedings of teachers' institutes.

XIV.—PUBLIC LIBRARIES.

1. Apponyi, Mrs. Flora H. Public libraries in California.
2. California State Library catalogue.
3. Clark, F. H. Libraries and librarians of the Pacific Coast. *Overland Monthly*, Vol. XVIII, p. 449.
4. Reports of the trustees of the State Library, 1870 to 1892.
5. Reports of the board of trustees of the San Francisco Free Public Library, 1881 to 1893.
6. Reports of the librarian and board of directors of the Los Angeles Public Library, 1889 to 1893.

XV.—STATE TEXT BOOKS.

1. Biennial reports of the superintendent of public instruction of California. 1st, p. 67; 2nd, p. 39; 4th, p. 56; 6th, p. 36; 11th, p. 33; 13th, p. 38; 14th, p. 37; 15th, p. 37.
2. Kennedy, James G. State text-books. In "Proceedings of California Council of Education for 1892."

3. Kinne, H. C. The proposed State series of text-books. California Teacher and Home Journal, March, 1884, p. 464.
4. Kinne, H. C. The Perry schoolbook amendment. California Teacher and Home Journal, April, 1884, p. 549.
5. Swett, John. History of the public school system in California, p. 203.
6. The text-book amendment. California Teacher and Home Journal, October, 1884, p. 207.

XVI.—EDUCATIONAL JOURNALISM.

1. California Teacher. Vols. I to XIII, 1863 to 1875.
2. California Teacher and Home Journal. Vols. I to VII, 1883 to 1886.
3. California Educational Review. Vol. I, Nos. 1 to 6, 1891.
4. California Public School Journal. Vol. I, No. 1, 1891.
5. Early history of the California Teacher. California Teacher, July, 1872, p. 24.
6. Pacific Educational Journal. Vols. I to X, 1887 to 1894.
7. Pacific School Journal. Vols. I to X, 1877 to 1885.
8. Swett, John. History of the public school system in California, p. 210.

METHODS AND AIDS.



Three Corporal Punishment Stories.

BY C. M. DRAKE.

THE FIRST WHIPPING.

It was a settlement of Irish Catholics, and I had been told many a time that I must whip the children or I could not get along with them. I had taught school for five years, and had not yet whipped a child, but if they really wanted their children whipped, why not try the experiment, and see what effect it would have. So I told the pupils, when a complaint had been brought to me that some of them were throwing stones at the others during recess, that I would certainly whip the next boy who was guilty of such an act.

'That noon, in came a boy, saying, "Patsy Ryan has been throwing stones at me!"'

"You tell Patsy Ryan to come in here," said I, somewhat surprised that my commands had been disregarded so soon, for the boys had been very biddable heretofore.

In came the ten-year-old Patsy, who was quite a favorite of mine. He looked confused, and not at all like the daring little scamp I knew him to be. I looked at him very sternly.

"Do you remember what I said I would do to the boy who threw any stones after this morning, Patsy?"

"You said you would lick him, sir," said Patsy, exploring a crack in the floor with the nail of one big toe.

"Very well. Bring me in two good switches, and we will see whether they will teach you better how to obey me. Get good strong ones, Patsy."

They were not such extra ones, but Patsy danced and yelled as though he was being murdered, as I gave him a first-class whipping. When I thought he was properly punished, I asked Patsy if he intended to obey me, and refrain from throwing any more stones while at school, and he sobbed and promised implicit obedience. Then I told him to go back to his play.

"Did he hurt much, Patsy?" I heard another boy inquiring.

"Not so very much," said Patsy, who had speedily recovered his composure as the school-room door closed behind him.

"What for did you yell so, then?" was the next foolish question.

Right through the closed door I felt the look of utter disgust on Patsy's face as he scornfully answered, "Don't you know that they will lay it on lighter and stop ever so much quicker if they think they are just about killing you!"

While we were going home from school that evening, Patsy took my hand and said, "I am not mad at you, teacher."

"Why should you be?" was my dignified answer, as I pressed the little hand to let him know that I had nothing laid up against Patsy. "It was for your own good I whipped you, Patsy."

The boy looked roguish, as I enlarged upon the pain it cost me to whip him, and I said that I had never whipped a boy before, and I hoped I never would need to whip another one.

"You told me you had never whipped any boys," said Patsy. "Say, teacher, I did not throw that stone this noon!"

"Then why did you not tell me so, and I would not have whipped you?" Patsy withdrew his hand from mine and got at a safe distance for instant flight, and then said: "*I just wanted to see how hard you would whip!*"

INSTEAD OF A WHIPPING.

"Do you ever whip boys?" said Charlie to me as we were going home from school one evening.

"I don't know that I like to whip boys," was my evasive reply.

"Then what do you do with boys when they are bad?" persisted the lad.

"Oh! I just look at them, and they cry and promise me they will not be bad that way again, and then I let them go," was my answer.

Catching me by the arms, he drew himself up before me, and with face full of mischief cried, "Look at me now, and make me cry!"

"I do not want to disturb the neighbors with your crying just now," was my tranquil reply. As the nearest neighbors lived a mile away from where we were, that did not satisfy the twelve-year-old.

"I should just love to have you make me cry," said he, slipping his hand confidently in mine. I tighten my grasp so that he cries out in dismay, "Not that way; by looking at me, I mean!"

"Wait until you are bad," I said.

And we did not have long to wait. The very next day a paper wad was snapped from the thoughtless fingers across the room, just missing a boy on the other side. Instead of reprimanding Charlie for not hitting his mark, as I might have done at some other time, I walked over to the lad, laid one hand upon his shoulder, and putting the other under his chin, I turned his face to mine, and looked him sternly in the eyes. He looked down, and the red and white chased each other in rapid succession over the tell-tale face. He tried to smile, but it was a dismal failure. He knew every other pupil in the room was watching us. I kept looking at him for a full minute. One word would have relieved the tension, but I spoke it not. I still gazed sternly at the boy. A few silent tears rolled down the flushed cheeks. I turned and went back to my desk. Charlie put his arms upon his desk, and buried his face between them.

In a few minutes it was time for recess, and I rang the bell to let the children march out. As Charlie passed by me, I reached out my hand and drew him to my side. We were alone, and I seated myself in my chair, and put my arms around the sobbing boy. He laid his wet cheek against mine, and whispered softly, "I'll never throw another one."

But we are never willing to leave well enough alone, and as we were walking home from school, I said in an indifferent way, "It is much better to look at a boy than to whip him."

And then Charlie pulled his hand out of mine, and doubling up his fist, struck me three or four times upon the muscles of my arm. That is an old trick of his. Said he, "I'd rather whip him."

And he never has quite forgiven me for not whipping him.

WE WERE SATISFIED.

I had begun to think it was time for me to interfere. The other boys had been teasing Juan from the first day he came to school, and Juan had not resisted, for the Spanish lads of California seldom quarrel as their lighter colored brothers do. But one noon, when forbearance had ceased to be a virtue, Juan turned on one of the worst of his tormentors and gave him a satisfactory pounding, which I concluded was not wise for me to see, for if boys are to learn self-government, they must settle many a fuss among themselves, without coming to the teacher.

But there was one other spectator that I did not know about. He was one of the school trustees, Mr. More, who was married to a Spanish woman, and was over-sensitive about the way the Spanish were treated by most of the "Americans," as they called them. I heard a step in the hall, and in came Mr. More, red and wrathy, and he inquired if I had seen the trouble of a few minutes before. I said that I had seen it all.

"This thing must be stopped," said Mr. More. "The other children must be made to know that they shall not abuse a boy because he is not so white as they are. Call those two boys in, and settle the matter right now. Get your whip, and tend to this matter at once."

"I haven't such a thing as a whip in my schoolroom, Mr. More."

"Then it is time you had. Such things must not be permitted."

"Let us look at this matter a little, Mr. More. Juan gave Davis a whipping that he richly deserved. I think Juan is satisfied, for he quit of his own accord."

Mr. More glared at me but said nothing. I went on. "Davis got one good pounding, and I know very well that he does not wish for me to give him another one. So he is satisfied to let the matter drop. I know the affair turned out just as I wanted it to, and I am contented with things as they are. Justice has been done. Juan is satisfied, and I do not think he wants Davis whipped again. If he does, he now knows he is able to do it himself. I suppose Davis is satisfied, or he would have come to me about it. I know that the

whipping Juan gave Davis did Davis more good than three whippings that I might have given him."

I waited for Mr. More to speak, but he said nothing.

"Now Juan is satisfied, Davis is satisfied, I am satisfied and justice is satisfied. If you are not satisfied, I can only say that I regret it but you are in a hopeless minority."

And then the minority put his hat upon his head and went out of the school-room without a word further. And we were satisfied.

History.

G. H. FLETCHER, GRASS VALLEY, CAL.

As an observer who is practically outside, and surveying things as from some distance, with vagueness of vision necessarily attendant, there is one conclusion I have reached with regard to the tendency in our school methods, which I wish respectfully to submit. It is that in the march of progress toward the ideal in methods of education of the young, History is about to be left behind. The subject above all others, which is calculated to lay the foundation of that order of intelligence, univerally acknowledged to be necessary to American citizenship, and to membership in civil society generally, is being given over to the Informationists, that race of wielders of the pedagogical ramrod who believe that all teaching can be reduced to a plan as simple as that by which an old-fashioned muzzle-loader got its charge of powder and shot. It seems that some of the more advanced thinkers, even on these great educational problems, while they have insisted that reading should be but an exercise by which receptive powers of the mind shall be cultivated, and not merely a learning of the art of transmitting hieroglyphs into movements, noises by the throat, tongue, lips, teeth and palate; while they have held that arithmetic should be an exercise to develop in a child, even the very youngest, a foundation upon which may be built a real and effective power of independent reasoning, and not a mere collection of prescribed formularies for certain cases of mental perplexity or practical necessity; and while they have maintained that writing, instead of being but a training in the translation of vocal sounds back into characters alleged to be beautiful, should really be extended to be an introduction to method and form in general, a foundation for the system

which seems absolutely necessary to research in any line, in a time when all branches of learning have too great scope to be grasped unless classification is resorted to—while these doctrines have been preached, and have been successfully practiced, it seems that History alone is just what it used to be—a collection of facts which somehow must be crammed into the pupils' heads. This is due entirely, I am prone to say, to neglect. Perhaps not enough realization of the importance of History has existed, and therefore the efforts of education have been solely directed to obtaining recognition for their views on other subjects; but at any rate History *has* been neglected.

The result has been that teachers have been thrown upon their own resources; and of this the result has been mainly a relapse into the pernicious practices of the Informationists. A History lesson is mostly regarded as a thing to be begun at 1:45 P. M. and finished at 2:30 P. M., between which times everybody must be got to admit that Washington *did* cross the Delaware, or that the date of the Missouri Compromise *was* 1820, or that Abraham Lincoln *was* President of the United States during the War of the Rebellion. The enthusiastic teacher sometimes resorts to some improved method of ramming down the charge; and this I am led to suppose is mostly all that is accomplished by the topical method, so-called. Where there are exceptions to the generality of this unfortunate state of affairs, the exceptional state is not always desirable. One of these cases deserve more than passing notice. I refer to the practice in many schools of endeavoring to cultivate what is claimed to be a patriotic spirit. Now I would indeed be the last one to deny the propriety of this proceeding, if I could be sure that in every case the patriotism allowed to be developed were to be true patriotism. Since it is a matter of fact and undeniable that the history of no country, not excepting the United States, has been one grand progress in the light of truth, it seems to follow that not even young Americans should be led to think that their country has been always right in the position it has taken. The days of Richelieus and Talleyrands and Blaines are passing, and the days of Gladstones and Clevelands are coming on. Mr. Gladstone could not see that it was necessary to continue the unjust war in South Africa simply because the English arms had met with defeat, and Mr. Cleveland evidently does not consider it necessary to annex the Sandwich Islands simply because it can be done. The opposition to the views of these two statesmen, I believe, is founded mostly upon the false

patriotism which has at least been permitted to exist without effort at correction, and which indeed has often been actively encouraged.

But what is the best way to teach History? If I could answer that question readily myself, I would, but as an unexperienced hand, I reserve the privilege of considering this paper as essentially an inquiry, and the further privilege of endeavoring to answer the question only in general terms.

School work can be said to consist wholly of the adaptation of means to an end, as any work can, of course; but how often is this overlooked? Not that the theory is not recognized, but how many of us there are who neglect to keep in mind that we cannot possibly be sensible or reasonable in adjusting means to ends unless we know clearly what the end is. It is at some risk of defeating what must have become stale in teachers' institutes that I remark here that an education consists not in an aggregation of assorted facts, but in a state of mind such that the potentialities of the person are numerous and diverse. A man, young or old, is only educated when his power of making use of facts has been developed to such a degree that he finds himself in command of resources, whatever be his lot in life—leading a great nation or digging potatoes. This kind of an education, and this alone, is what we can call a "practical" education. Instruction in the art of digging potatoes, which leaves out of account the fundamental principle at the bottom of all digging and of all potatoes, is no part of an education, and likewise instruction, in the art of dividing one number by another, is thrown away unless the application of this art is clearly shown in such a way as to permit the pupil to advise with himself in after life as to choice of method between division and eating breakfast. Let him see what he divides, rather than to let someone else do it while he is engaged in dining.

How is History taught so as to develop the mind? Does it fall in with the general design of education? What possible, practical value can attach to a mere remembrance of the purchase of Louisiana, without any idea of the moral and political lessons suggested by it, or the causes which led to it, or of the mental process by which Jefferson was thought to believe in the necessity of it?

It seems to me quite possible that History can be made the ground work of successful education. It seems to me that a good look at what History really is, will show what possibilities there are in it.

Now History is above all things what some one has named a

causal nexus, a web of cause and effect,—a web made of threads very intimately and intricately interconnected perhaps, but not so that the more desirable threads may not be followed down to the prime cause.

If this is true, why cannot it be made profitable in the class-room? For my part I never see a case of the play of cause and effect in any subject but I regard it as a prize, seize it and show it up to the class. This course seems to me calculated to improve the child, and as to the question whether it can be made to show up in the examination, why I prefer to worry about that when the examination is on. Opportunities are abundant in History, surely. It may be laid down as a general truth that every fact of History has its cause in some psychological fact, and is occasioned by other facts, material or psychological, which may become known. Why not take one thing after another and trace it up to its source in the mind, either of one person or of a great collection of persons, a population; giving along the way the causes or occasion of the deflection of the force at work. This seems to me to be quite a possible kind of class-room work. It by no means implies a tedious or time-consuming task. Teachers will find, I think, a surprising knowledge of human nature in very young children. One or two simple illustrations will do, I think, to show what I am trying to suggest. Suppose the class to be reciting upon the period which just preceded the adoption of the Constitution. Much is said in some histories about the great paper-money trouble. Now can the class be brought to see what a paper money trouble is?

Question. Harry, what were the Know Ye difficulties in Rhode Island? Answer. They were the troubles about paper money. Some people didn't want paper money and some did, and there was great trouble about it. Q. What did they want paper money for? A. To pay their debts,—they didn't have enough money of any other kind. Q. Why did other people object? A. Because the money sunk in value. Q. Would that make much trouble? A. Yes. Q. How?

And so it proceeds. Harry, with the assistance of his class mates and, of course, of the teacher, develops that when money isn't worth much, people that have things to sell will raise prices, then the buyers get mad, and in the case of Rhode Island they made laws compelling people to take the cheap money ~~v~~ —ice of commodities, with the inevitable res

As another example, a class m

two Senators from each State in the United States Senate in something like the following way :

"Willie, is the United States as great a nation as China? Yes. Which has the greater population? China. Is Chili as great a nation as France? No. Which has the greater population, Chili or France? France. Now, if the United States, Chili, France and China were all to send men to some kind of a meeting to settle some question, do you think the United States would want China to have more to say than the United States? No. Would Chili want the United States or France to have more to say than Chili? No. Now suppose it had been agreed that Chili, China, France and the United States were all to have votes in the meeting according to their population, who would have the greatest number of votes? China. Who next? United States. Who next? France. Who next? Chili."

Now is the time, of course, for the teacher to take the floor and explain why the small State would have equal representation in the Senate, and leads up to an explanation of the fundamental legal conception of the United States Constitution, that the States have all the powers not granted to the United States, or not expressly renounced, which is based upon the theory of the original separate sovereignty of each of the colonies when they were free from the mother country.

What is developed in these two examples, I think, leads to great things. The first one might help to make a good citizen whose head is free from financial fallacies, and the second will help to give a good idea of international relation.

This is only one side of it, however. Every fact of History should be considered beside an effect of which the cause is to be found, a cause of which the effect is to be discovered and measured.

No better example of this could be chosen than the one above mentioned, the Louisiana purchase by Jefferson. I firmly believe that with little effort young minds can be brought to see what an immense addition this act made to the political possibilities of the United States as a nation and a member of the international world. It can best be done, perhaps, by imagining what would have been our national existence otherwise. It can also be made to introduce a talk on such things as the annexation of Hawaii, manifest destiny, etc.

None of this work is too advanced for the grammar schools, I believe, and yet it leads to the most advanced results of historians, and above all it gives a live, practical interest to History, and is actually likely to set young brains to thinking.

The teacher should not forget what some one has said, that one real genius per century is exceedingly good work for a nation; nor forget that many a genius has been started from seed-thoughts of this kind,--vague, half-formed opinions.—and that that seed-thought may some day be planted in his or her own schoolroom.

That Mathematical Query.

In reply to the mathematical query of a correspondent in the July JOURNAL, we have received the following:

Mr. Editor: In the July number of your JOURNAL a correspondent proposes the following query and illustrations:

"Why annex ciphers to the numerator of a fraction in reducing a common fraction to a decimal, instead of 1's, 2's, 3's, or any figure of the numerical alphabet? To-wit:

" $\frac{3}{4}$ with two ciphers annexed to the numerator equals .75 etc.

" $\frac{3}{4}$ with two 1's annexed to the numerator equals .75 etc.

" $\frac{3}{4}$ with two 2's annexed to the numerator equals .75 etc.

Now, aside from any mathematical trap which may be suspected to lurk beneath these cunning devices, for the sake of the reputation of mathematics as an exact science, some criticisms would seem to be in order.

First, your correspondent says:

" $\frac{3}{4}$ with two ciphers annexed to the numerator equals .75.

This is not true. If he had said: $\frac{3}{4}$ with two ciphers annexed to the numerator and divided by 100 equals .75, the statement would have been correct.

So $\frac{3}{4}$ with two 1's annexed to the numerator does not equal .75 but $\frac{311}{4}$, and $\frac{3}{4}$ with two 2's annexed to the numerator does not equal 3.22 but $\frac{322}{4}$. The same is true of the other examples.

Second. Putting $\frac{311}{4} = .75$, or $\frac{322}{4} = .75$, simply ignores the arithmetical notation, or falsifies the symbol of equality.

Third. Coupling two of these equations by the axiom that things equal to the same thing are equal to each other, we have $\frac{311}{4} = \frac{322}{4}$, which pushes incorrectness into absurdity.

In reducing a common fraction to a decimal, the method of annexing ciphers to the numerator and dividing by the denominator has been adopted (like many another mathematical process) simply for its

convenience. The principle is precisely the same as that involved in reducing a fraction to an equivalent fraction having any proposed denominator.

If we wish to reduce $\frac{3}{4}$ to an equivalent fraction whose denominator shall be 12, we have only to multiply both terms of $\frac{3}{4}$ by such a number as will make its denominator 12, which of course is $\frac{12}{4}$; thus

$$\frac{3}{4} \times \frac{12}{4} = \frac{9}{12}$$

the fraction required.

If we wish to reduce $\frac{3}{4}$ to a fraction whose denominator shall be some power of 10, as 100, we multiply both terms by $\frac{100}{100}$; thus:

$$\frac{3}{4} \times \frac{100}{4} = \frac{75}{100}.$$

Adopting the decimal notation (which is nothing else than dividing by the denominator 100) we have .75.

Let us see how nearly the common process coincides with this. Multiplying both terms of $\frac{3}{4}$ by 100, we have $\frac{300}{400}$. Dividing both terms by 4, we have $\frac{75}{100}$, or .75.

Annexing decimal ciphers to the numerator, thus $\frac{3.00}{4}$, is simply adopting the decimal notation in advance, that is, canceling the denominator 100; thus, $\frac{3}{4} = \frac{300}{400} = \frac{3.00}{4} = .75$.

Now, while it is not true (and never can be) that $\frac{3}{4} = \frac{3.11}{4} = .75$, or that $\frac{3}{4} = \frac{3.22}{4} = .75$, it is very easy to change $\frac{3}{4}$ into .75 by carrying it through this (or any other) roundabout process. We have only to diminish the result by just what we have added in the operation, thus: $\frac{3}{4}$ by annexing .11 to the numerator equals $\frac{3.11}{4}$.

$$\frac{3.11}{4} = .77\frac{3}{4}$$

Subtracting $\frac{3}{4} = .75$.

So $\frac{3}{4}$ by annexing .22 to the numerator equals $\frac{3.22}{4}$.

$$\frac{3.22}{4} = .80\frac{1}{2}$$

Subtracting $\frac{3}{4} = .75$

The same is true of the other examples. Perhaps I have not caught the idea which your correspondent wished to elicit, but these observations have been suggested by the communication.

E. M. MURCH, Eby, Cal.

Dear Sir: Following is the explanation asked for by W. H. Mason in the July JOURNAL:

$\frac{3}{4}$ indicates that 3 is to be divided by 4. 3, as it is, will not contain 4. We will change 3 to 10ths, and have $\frac{30}{10}$ which, divided by 4, is $\frac{7}{10}$ and $\frac{2}{10}$ remaining. Changing $\frac{2}{10}$ to 100ths, we have $\frac{20}{100}$ which, divided by 4, is $\frac{5}{100}$. We do not annex the

$$\begin{array}{r} 4) \underline{3.00} \\ \text{---} \\ \text{---} \end{array}$$

10ths
2 100ths

ciphers. They go there themselves, because they belong there. I gave the question and explanation to a class in fractions, and every member understood it thoroughly. I cannot see that $\frac{3-11}{4}$ and the other examples Mr. Mason gives = .75, and I do not think that 1's, 2's, 1 and 9, or any other number except 0 can be annexed to change a fraction to a decimal.

FRANCES BROTHERTON.

San Juan, San Benito Co., Cal.

Rules for Teaching Reading.

[Report of Committee of Division B, Training Class, Cook County Normal School.]

Principle I. Teaching reading is presenting conditions for the most economic acts of association.

Rule I. Select an educative subject which will readily interest the child.

a. The child is interested in many things when he enters school, all of which are embraced in geography, geology, mineralogy, physics, chemistry, meteorology, botany, zoölogy, anthropology, ethnology, and history. Select reading lessons from these subjects.

b. Let one subject be the outgrowth of another and adapted to the season of the year.

c. Cultivate a test for the best reading by giving the best that is adapted to his mind.

Principle II. The most economic acts when the interest is most intense.

Rule II. Present the conditions in such a way that the child may be intensely interested.

convenience. The process of reducing a fraction to a denominator.

If we wish to reduce a fraction to a denominator shall be 12, we make a number as will make

the fraction required.

If we wish to reduce some power of 10, as

Adopting the decimal by the denominator.

Let us see how multiplying both terms by 4, we have -

Annexing decimal adopting the decimal nominator 100; thus,

Now, while it is true that $\frac{3}{4} = \frac{3.22}{4}$ or that $\frac{3}{4} = .75$ annexing it through this (or to diminish the result) thus: $\frac{3}{4}$ by annexing

$$\begin{array}{r} .311 \\ \hline 4 \\ .11 \\ \hline 4 \\ .11 \\ \hline 4 \\ .11 \\ \hline \end{array} = .75$$

Subtracting $\frac{3}{4} = .75$

So $\frac{3}{4}$ by annexing

$$\begin{array}{r} .322 \\ \hline 4 \\ .22 \\ \hline 4 \\ .22 \\ \hline 4 \\ .22 \\ \hline \end{array} = .75$$

Subtracting $\frac{3}{4} = .75$

The same is true caught the idea which observations have been

~~conditions can be presented only as one unit.~~
~~child.~~

~~the child will serve as an index of his interest.~~
~~From two activities immediately succeed each other.~~
~~the presence of one ever after tends to recall the~~

~~him interested, and the thoughts diminish as he present the written word.~~
~~be written beautifully and rapidly.~~

~~not be given for the spelling, but that the name of the word as a whole.~~
~~The acts of association are continued by the making~~

~~child is still intent upon the thought. Let~~
~~making the word will enhance the thought.~~
~~achieved with a desire to express thought, he becomes of writing the words.~~

~~should never be allowed to remain before the child and the correct form given.~~
~~express thought in themselves should be done in sentences.~~

~~express his thought in written sentences.~~
~~understanding the word will be his ability to~~

~~association are intensified by oral reading.~~
~~written by the children be read orally~~

~~ct. If the writing and precede the~~
~~not be allowed to read orally.~~

~~en he will be master of the~~



them stories and make illustrations on the blackboard which will illustrate some point in the lesson.

A few days ago my language class, which is six in number, and ranges from eight to twelve years, were studying *comparison of adjectives*. For the first lesson I gave them the rule for the regular comparison of adjectives, with five or six words of different degrees to underline.

As I have a great many classes, I did not have the time that day to explain the next day's lesson, as should be done. The result was that on the following day only one of the three present could give the rule.

I then went to the board, drew an outline of a hill, divided it into sections, and represented a boy as just starting up the hill with his sled. I let them choose a name for the sled, which was in one case *small*. I wrote *small* on the sled, drew one line under it, and on the same level wrote *positive*. I repeated the same picture twice with a change of names and a number of underlines to suit the different positions.

At the change of names I had them refer to the rule and give me the different endings. The same course is pursued with adjectives which form their degrees irregularly quite as easily.

I found at the end of this lesson they could very nearly say the rule, and at their next lesson were able to repeat it word for word, to give the story and underline the ten or twelve words of the lesson with scarcely a mistake.—*M. L. W. in School Journal.*

The leading features of Herbart's pedagogy may be condensed into the following statements :

One aim, viz.: strong character. Two auxiliary sciences: ethics and psychology.

Three chief divisions: Instruction (including, 1, the choice; 2, the arrangement; 3, the correlation of subjects; 4, the formal steps in teaching), discipline, and management.

Four "formal steps:" 1, preparation and presentation; 2, comparison; 3, generalization; 4, application.

Five practical ideas (to be developed with relation to the child's will), inner freedom, completeness, good will, rights, equity.

first three concerning the world of objects
concerning relations to others :—the
thetic, the sympathetic, the social,

SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

Some Criticisms.

A special committee of the Citizens' Protective Association of Sacramento, to which was referred certain local topics to be investigated and reported upon,—notably the public schools,—made that report recently to the Association. The report was adopted, and inasmuch as the criticisms on the schools have in many respects a general application, and as some good suggestions are embodied in the report, we publish that portion of it which is pertinent.

Mr. President and Gentlemen of the Citizens' Protective Association:
Your committee, appointed to consider education in its relation to patriotism and the public welfare, respectfully reports as follows :

The perpetuity of popular government in America depends wholly on the virtue and intelligence of the people. Foes from without we need not fear, but on the very day commemorating the last anniversary of the Republic, vice, ignorance and disloyalty, the foes from within, annulled the Constitution and laws of the Nation, of the State and of the municipality, and established in Sacramento a tyranny more destructive to human interests than any that ever before existed. Success in such a revolution meant not the staying of the wheels of progress, but their reversal over 3000 years of darkness and of misery. Our public schools, in many respects justly the pride of every American, were established largely for the diffusion of the civic virtues. Have they discharged their function? is a question that must occur to every thoughtful citizen.

THE SYSTEM OF EDUCATION.

We have in California a system of education said to be one of the most complete and perfect in the world, which is nowhere more perfectly exemplified than in Sacramento itself—an unbroken system extending from the alphabet of the primary grade to the most recondite studies of the highest degrees conferred by the State University. Assuming that, in its entirety, this course of study, covering a period of seventeen years, fits the student in the most economical and thorough manner for the duties and pleasures of life, then from the van-

tage-point of the University graduate, it may be pronounced a perfect system. That our public schools are excellent feeders to the University cannot be denied. Every step, from the primary grade onward, points to the University, and the highest praise ever bestowed on our High School is the undisputed and indisputable fact that it prepares its pupils for the University. But your committee submits that preparation for the High School, or preparation for the University even, is one thing, and preparation for the duties of citizenship is quite another, and it is just this preparation for the duties of citizenship which it is positively incumbent on our public schools to impart. This is their reason, and, in strict equity to the tax-payers of the land, their only reason for existence. If they fail in this they fail in their fundamental purpose.

THAT UNIVERSITY QUESTION.

Let us throw the light of statistics on the assumption that the real function of our public schools is the preparation of its pupils for the University. The Superintendent of Public Schools informs your committee that the average daily attendance in the primary grade of the public schools during the month of July was 468, and that the number of graduates from the High School was 23; *i. e.*, that, as nearly as may be, 1 in 20 of the primary scholars graduates from the High School. What ratio of the High School graduates takes or even enters a University course, your committee was unable to learn with any approach to accuracy; but, judging from the best information obtainable, this ratio does not exceed 1 to 5. Of the primary students, therefore, about 1 in 20 takes the High School course, and about 1 in 100 takes a University course; or, in other words, 95 in 100 stop short of the High School, and 99 in 100 stop short of the University.

THE MAJORITY CANNOT BE IGNORED.

Furthermore, this 1 in 100 who becomes a University student has either exceptional opportunities, exceptional ability, or exceptional ambition, and very often, if not always, would reach the University without the connivance of the public schools. The fact, then, that our public schools prepare their students for the University, and prepare them thoroughly, even by no means indicates that they effectually subserve their true function; for their true function would seem to be the preparation of the 95 who do not enter the High School, or the 99 who do not enter the University varied duties of citizenship. If our laws and the

majority, why should our public schools constitute an exception, especially when the majority is so overwhelming that a ward politician could not afford to ignore it?

PREPARATION FOR CITIZENSHIP.

Our public schools, then, should prepare their students not for the University but for citizenship, and this they fail to do. Several causes contribute to this failure.

In the first place the curriculum of our public schools has not kept pace with the progress of knowledge. Our schools are attempting to do a nineteenth century business on an eighteenth century capital. Three-fourths of their graduates are thrown on the world quite out of joint with the times. They have not the slightest knowledge of right living, as interpreted by physiology and hygiene; they have not the slightest knowledge of intelligent citizenship, as interpreted by civil government, political economy and sociology, and yet to them are to be entrusted the destinies of a great and free people.

Secondly, the prevailing methods of education are unpsychological. They fill the mind with information instead of knowledge, and repress instead of encouraging independence of thought and action. They make of the mind a machine for the record of other men's opinions rather than for the elaboration of its own. Mimicry and not reason is the result.

Thirdly, particularly in the High School, a smattering of numerous studies is imparted, instead of a thorough knowledge of a few. Four languages are taught, and it is safe to say that, with the possible exception of Latin, not one in ten of the students who do not subsequently enter the University receives the least benefit from the time spent in their study.

Fourthly, our public school teachers are withdrawn from the operation of that statutory law of the survival of the fittest. Not that teacher who is most capable and most desirous of inspiring enthusiasm for virtue and for knowledge, but he who is most skillful in the use of those influences which prevail in American politics, is sure of selection and promotion in our public schools.

This subject your committee considers of fundamental importance, and it therefore recommends the appointment of a special committee, whose duty it shall be to thoroughly investigate courses and methods of study as related to the real purposes of our public schools, and to report the results of its labors to this Association.

SHOULD BE MINUTE MEN.

Our public school teachers were intended to be the minute men who man our public schools, the bulwark of our liberties. Among them there should be none to betray the principles they have solemnly undertaken to defend. The public school teacher is a creature of the Republic. Educated in our public schools at the expense of the people, elected and paid by the people to perform certain duties most intimately connected with the very existence of a free people, he owes his allegiance to the laws and institutions established by the people. When he uses his influence, either openly or covertly, for the subversion of law and order, he betrays, not only the people whose servant he is, but also the mob which he assumes to direct and instruct. Treason, says Swift, begins in the heart before it appears in overt acts. The sentiments, the hearts of his pupils, are the materials in which the teacher works, fashioning them as he lists, either in the form of elevated patriotism and of noble regard for human rights and human duties, or in the form of base factionism contemptuous of the sacred mantle of the law with which the fathers of the Republic invested every American citizen. Rarely can a man look back over his school life without recalling some teacher who has exercised a great influence on his character either for good or for evil. Such influences are constantly exerted in the school-room, and they are certainly not less important than the knowledge imparted there. The employment of teachers who inculcate infidelity to the laws and institutions of our country is comparable to the employment of army officers who fire upon its flag. It is suicide.

Such infidelity your committee has reason to believe has been instilled into the minds of many of the pupils of our public schools, even in opposition to home influences and sentiments. Your committee therefore recommends the appointment of a special committee, to which shall be pledged the individual and collective support of this Association in the identification and impeachment of the guilty and the prevention of future influences of the kind in question.

* * * * *

ABOUT COMPULSORY EDUCATION.

Formation is far more economical than reformation, prevention than cure. In this country, as in every other, many children are subjected to all kinds of evil influences, which, with the least resistance in the direction of vice and crime, doubt,

are under the observation of very nearly every member of this Association. They are recruiting the vast army of the idle and profligate, to burden the tax-payer and to endanger the State. At an early age they abandon the public schools, lead a life almost wholly free from application and restraint, fall into vicious associations, defy parental authority and even the laws of the land. Much can be done in these cases by enforcing the Compulsory Education Act now on our Statute books, and by such other means as will readily occur to the observing and reflecting mind. Your committee recommends that a special committee be appointed, whose duty it shall be to consider and report the best means of enforcing education in public or other schools, and of preventing the formation of vicious and criminal habits in the young.

PRESIDENT W. J. DAVIS, of the Sacramento Board of Education, has published an elaborate reply to the criticisms offered by the committee, in which he says that while the report contains some excellent suggestions, upon its face it is apparent that the gentleman who wrote it had given but a superficial investigation of the subject, and has spent little if any time in any of the schools while they were being conducted. The answer to the general charge that pupils leave the schools with no particular appreciation of the responsibility and duties of citizenship is in the fact that among the leading citizens of Sacramento and of the State are many who were educated in our public schools. They have taken their places in the professional, mercantile and mechanical world, and they substantially refute the intimation in the report. He agrees with the committee that there are too many studies taught in the High School, and that in the matter of languages some of them should be dropped. He then arraigns the committee for their charge that the teachers are withdrawn from the operation of that statutory law of the survival of the fittest, and challenges the members to produce any facts pointing to improper influence in filling positions. In conclusion he states that suggestions by citizens are only valuable when they are the result of careful investigation and a full and unbiased possession of the facts; and that he fails to find any practical suggestion in the report that has not already been met by the action of the Board.

WILL S. MONROE has gone to Europe, with the intention of entering the University at Jena. A card from "Bingen on the Rhine" announces his safe arrival.



SEPTEMBER, 1894.

J. W. ANDERSON - - - - Superintendent of Public Instruction.
 A. B. ANDERSON - - - - Deputy Superintendent of Public Instruction.

[State Superintendent Anderson has prepared no report for this department of the JOURNAL this month, and we devote the space to the able paper read at the last meeting of the National Educational Association, by Supt. Edward G. Ward. This was one of the most practical papers read at the meeting, and our teachers will find in it many good suggestions.—ED.]

A Few Changes in Elementary School Instruction.

BY SUPT. EDWARD G. WARD.

The subject assigned to me for this paper, viz: "Changes, Wise and Unwise in Elementary School Instruction," proves, upon examination, far too comprehensive for successful treatment in the time allotted. A little reflection will show the most careless that the last generation has seen elementary instruction, so far at least as methods are concerned, revolutionized in almost every branch. To write to the title given, therefore, would demand the preparation not of one paper but of many, the discussion of which might well occupy the whole annual session of this association.

In order, then, that there may be no incongruity between the contents of my very humble paper, and the promise with which it begins, I have taken the liberty of changing the title to "A Few Changes in Elementary School Instruction."

Without further preface, I shall commence the discussion of my

subject ; and, since the whole is greater than any of its parts, I shall consider first what seems to me the most important change that has taken place in courses of study.

Our fathers believed, and taught as they believed, that the three R's must forever constitute the essential part of a bread-winning education ; and beyond such an education most of them saw little to be desired for the masses.

They did, as a measure of liberality, admit to this worshipful company the two G's and a little of history, and so, in the days when the older members of this association were children, the courses of study of the common schools included little, if anything, more than reading, writing, arithmetic, geography, grammar and history.

Since that day, however, a great awakening has taken place. The conviction has become general that the mere scramble for bread is the most ignoble of occupations. Everyone has come to understand that while the bread-winning part of an education must be taken care of first, because successful bread-winning is essential to everything else, it falls far short of accomplishing the ultimate purpose of education, the harmonious development of those germs of character that the Creator has implanted in every human being.

Now it has been believed for several generations, but generally believed by only the present one, that various branches of study affect the development of various faculties ; one exercising, and so strengthening the perceptions ; another cultivating the imagination ; another exciting the emotions and making them potent for good ; another developing the reasoning powers ; and so on—all, in so far as they present difficulties to overcome or call for self-conquest, cultivating the will, and accustoming it to operate in proper directions.

With the true idea of education before them, and the fact in mind that I have just stated, teachers and boards of education have then gradually added to their courses of study branches that have seemed desirable, until now many of the courses have become so turgid as to be quite impracticable. As an example of what I allude to, let me enumerate the requirements of a certain city course, for the last half of the child's second year in school :

Reading, regular and supplementary ; spelling, including the writing of sentences from dictation ; learning the use of certain capitals and punctuation marks ; exercises in the use of pronouns, exercises in the use of difficult verb forms ; descriptions of objects, oral and written ; descriptions of pictures, oral and written ; reproductions

of stories, oral and written; mental arithmetic; written arithmetic; human-body lessons (*i. e.*, lessons in hygiene); lessons on animals, lessons on plants; Nature lessons (*i. e.*, lessons on some of the forms of land and water, with a little about the sun, moon and stars); penmanship, including writing in copy-books; form study and drawing, including molding and the cutting out of paper forms; physical culture, and, finally, music.

In each of these a definite ground is prescribed, and in each the class is expected, at the end of the term of twenty weeks, to exhibit a fair degree of proficiency. Is it any wonder that several of these studies are perverted from their true purpose, and that many of the teachers, in their mad haste to get the work of the term accomplished, resort to mere cram, and to every sort of mechanical short cut? I trow not, and I am sure that just so long as we attempt to force upon the little ones twice as much as they can digest, just so long will their minds be dazed, rather than enlightened, and their faculties numbed, rather than strengthened.

The great change, then, in the courses of study has been the multiplication of subjects—a change most wise in its design, most unwise in the lengths to which it has been carried, the design having thereby been almost, if not utterly defeated.

The remedy, of course, lies chiefly in a reduction of the number of branches taught; but just what to strike out is an exceedingly difficult matter to decide; for a review of the whole field fails to show a single subject that does not, or, rather, ought not to answer a useful purpose, and fill a place that belongs to itself and itself alone. I am inclined to think, on the whole, that expediency would be best served in this matter by the exclusion as regular branches of study of botany, zoölogy and mineralogy, and the retention of but a few of the leading facts of natural philosophy, and of only so much of physiology as is indispensable in the teaching of hygiene. I would also strike from all courses of study the provision requiring writing in copy-books, and insert in its place one providing that penmanship should be taught only in connection with other subjects. I would combine the study of technical grammar to, at most, the last two years of the course; and while I would extend arithmetical analysis as far as possible, I would shear arithmetic of all useless and obsolete tables, and the commercial parts of it of all rules not commonly employed in actual business.

I select the sciences for exclusion, not because I fail to appreciate

their worth, but because I cannot ignore the fact that not more than one-half the children that enter our public schools remain long enough to finish the fourth year's work, and that less than one-half of the remainder succeed in completing the grammar course. To the great mass of our pupils, therefore, the study of the sciences means, at least, a partial exclusion of something immediately available to them in their preparation for the great work of getting a livelihood —a preparation that, in the very nature of the case, must take precedence of everything else.

I select penmanship for extinction as a separate branch, because I know it can be as well taught in connection with other things as separately, and because at least half the time now devoted to the copying of meaningless, or at all events useless, sentences can thus be saved, and applied to some better purpose. I select technical grammar for restriction to the last two years, because I am satisfied that all of it that is necessary in a common school course can be taught in those years, that little of it worth having can be taught earlier, and that half of the time it now takes in the lower grades would serve a much better purpose if devoted to practical language lessons, while the other half might be applied to something else.

I need give no reason, I think, for the course I advocate in arithmetic.

And now, having thus briefly considered that part of my subject that deals with elementary instruction as a whole, I shall proceed to the consideration of a few changes in the teaching of individual branches; beginning with reading, as being, beyond all question, the most important.

Most of those present this afternoon doubtless learned to read, as I did, by the alphabetic, or a-b-c method. Under this method the first step was to teach the letters of the alphabet from *a* to *z*, inclusive. Next followed simple exercises in spelling, such as *b-a*, *ba*, *b-e*, *be*, etc. When the little ones had acquired a certain proficiency in the recognition of these meaningless combinations, they were introduced to the book, where they stumbled along, spelling out the words one at a time, and rarely, in the earlier stages of the work, getting the slightest glimpse of a thought. The mechanical effort required for the mastery of each successive word completely obliterated the impression made by the preceding one, and the child reached the end of the sentence with nothing in mind but the last word. It was not until they had read in this way many hundred times, and had learned,

by dint of going over them again and again, to know the commoner words as wholes, that the children really began to read in the sense of getting thought from the printed page. And even then they read slowly and imperfectly, for before reaching that point they had formed a *habit of reading mechanically*, and we all know how difficult a thing it is to overcome a well-formed habit.

It was perhaps a quarter of a century ago, that some genius, perceiving that the great stumbling block in acquiring the art of reading was the separation of ideas by the intervention of mechanical work, conceived the plan of teaching words as wholes, so that the mind of the child, meeting with no intervening obstacle, might pass smoothly from idea to idea, and readily grasp the thought.

Thus was invented the famous word method,—a method which, in its legitimate application to the first work in reading, has done wonders for the little ones, but which unhappily, not having been confined to such application, has, in the later stages of the work, largely, if not wholly, undone the benefits it conferred in the earlier; with the net result, that to-day the reading at the end of the third year of school life is little if any better than it was twenty-five or thirty years ago.

The old method, if it was clumsy and mechanical, at all events provided the child with a key by which, unassisted, he could get at new words himself. In requiring him to use this key, it also called upon him to work out to a large extent his own salvation, and so practiced him in conquering difficulties and made him independent.

The word method does nothing of the kind. It keeps the child in absolute dependence upon some one else to tell him the new words, his own effort being confined to memorizing them, and the reading exercises in no way tending to develop in him a spirit of self-reliance. When, after the first term or two, new words come along, as they must, at the rate of ten or fifteen to the lesson, his memory fails to keep pace with the demands made upon it, and his reading lessons are filled with obstacles to thought-getting, in the shape of unlearned or half-learned words, quite as formidable as those that existed when the old method was used. The legitimate function of the word method as the sole means of teaching reading ceases at the end of the second or third month. If I were compelled to choose between it and the a-b-c method to do the whole work, I think I should choose the latter.

No one will dispute, I think, that the acquirement of the art of reading constitutes at least half of any education; for after all that

may be done for him by others, the main work of educating any human being must be performed by himself, and reading so multiplies one's powers for the acquisition of both knowledge and culture, that to overrate its value would be impossible. No one, either, will deny the great desirability of such a method of teaching this art as will make an intelligent reader of the child within two years of his first admission to school. Nothing else so matures a child mind as reading. Some one, I do not know who, but he must have been a philosopher, has said, "A man is as old as he feels, and a woman, as old as she looks." To this I may add, in not too grammatical phrase, but without fear of contradiction, *a child is as old as he reads.* Universal experience, I think, will bear me out in the assertion that a child of eight that reads well is, for all school work, more than the equal of a child of ten that does not. If, then, we would shorten by a year or two the time that children are obliged to spend in the elementary schools, we must above all secure early proficiency in reading; and since it is evident that this cannot be obtained through the use of either the alphabetic or the word method, something better must be employed.

To my mind it is perfectly clear that the new method must be a combination of the word and phonetic methods, with a different order of procedure in the presentation of the latter from any that has hitherto been generally employed.

Such a combined method is now in use in nearly all the schools of Brooklyn, in many of which most marvelous results have been obtained. In the schools in which the method has been mastered, the time formerly devoted to the acquirement of a reading vocabulary of two hundred words, now gives the children one of more than two thousand, while their reading is more spirited and in every other respect better than formerly.

The following is as full a description of this method, which we call the rational method, as may properly be included in a paper of this length :

The rational method is a peculiar combination of the word and phonetic methods. It utilizes each for that part of the work to which it is especially adapted. The word method is used, first as principal, because of its value in developing a habit of reading thoughtfully, and afterward as auxiliary, to remedy the shortcomings of the phonetic method, and increase the stock of word phonograms. The phonetic method, which is introduced by easy stages during the ascendancy of

the word method, finally becomes itself the principal means of growth and progress. It imparts power while it supplies the key which the word method is inadequate to give.

The aims of the rational method are :

1. To make the child not only independent in his reading, but *generally self-reliant*.
2. To enable him to read a vastly greater amount than heretofore in a given time, and thus acquire not only a fuller vocabulary, but greater maturity of mind.
3. To put him into possession during the first year or year and a half of school life, of a complete key to the language, so that, no matter how soon thereafter his schooling may cease, his ability to read will be assured.

The following are the leading features of the phonetic part of the work :

1. *The presentation of the sounds and their symbols (phonograms) in a rational order;* that is, an order in which the easier precede the harder. The easiest sounds to use in phonetic reading are those that may be indefinitely prolonged, and the blending of which in words may therefore be most readily shown as well as perceived. These sounds, the rational method deals with first.
2. *The teaching of an Initial Stock of Phonograms before any Phonetic Reading is done.*—This makes provision whereby, when such reading has once been commenced it may be carried on continuously and with sufficient wealth and variety of material.
3. *The Training of the Ear in the Perception of Phonetic Blends before Phonetic Reading is begun.*—This is accomplished by the teacher pronouncing words, sound by sound, and the children trying to determine in each case the word thus pronounced.
4. *An Extensive and Systematic use of Word-Phonograms and other Compound Phonograms.*—The difficulty the child experiences in determining a new word, is, in general, directly proportional to the number of parts he has to recognize in it. By the use, then, of compound phonograms, which being taught as wholes, are no harder to recognize than simple ones, hundreds of long and hard words are practically transformed into short and easy ones. Thus the word *lightning*, which the child learning by this method reads, *l-light-n-ing*, he finds no more difficult than the short word *left*, in which also he has to recognize and put together four separate sounds.

5. *A Careful Grading of the Phonetic Words Introduced.*—The

first phonetic words presented contain but two phonograms each, the next but three, and so on.

6. *The Gradual Introduction of Phonetic Words into the Sentence Reading.*—At first but one such word is used to a sentence. This prevents the phonetic work from offering any serious impediment to the thought getting. As the child's perception of the blend becomes quicker and clearer, the proportion of phonetic words is constantly increased. Finally, when this perception has become automatic, or nearly so, the reading is made almost wholly phonetic.

7. *Separate Daily Drills in the Recognition of the Individual Phonograms and the Reading of Single Phonetic Words.*—The purpose of these is to cultivate expertness. No other part of the word exceeds them in importance; for without them, the average child would never acquire sufficient facility in sound or word recognition to make successful phonetic reading a possibility.

During the last ten years another change in the teaching of reading almost as radical as the introduction of the word method, has been rapidly coming about. I refer to the correlation of this subject with other branches of study. The correlation of arithmetic with business forms on the one hand, and with drawing and geometry on the other; of geography with astronomy on the one hand, and with history and civil government on the other; of physics with chemistry and of both with the other sciences, in all the cases that have come to my notice seems to have taken proper direction and produced happy results. But the correlation of reading with other subjects has in my poor judgment gone quite astray.

Here the attempt has been mainly to correlate with the sciences of botany and zoölogy; and from small beginnings, in which bits of botanical and zoölogical information were deftly interwoven with other matter, we have at last come to a point where children of tender years are put into readers (or supplementary readers) wholly botanical or zoölogical.

These books, to children of a larger growth, seem full of interest. They are in general well written, and the matter they contain is of undisputed value. But with little children they have proved a failure; for, while failing to create a taste for science, or to any appreciable degree strengthen observation, they have had a bad effect upon the reading itself, in diminishing its power to interest. The reason is not far to seek. It lies in a fact that many educators seemed to have overlooked; that *young children cannot read for information*. Their capa-

city for attentive work in reading ceases with its power to amuse them, and the sooner this fact is generally recognized the better for the children.

The stray bits of scientific information that they formerly absorbed with other matter aroused their curiosity and whetted their appetites, and so, cultivated a *taste* for scientific study capable of giving them a great impetus when the time for such study should come. But the steady scientific diet that has of late been forced upon them has resulted in surfeit and nausea long before the time for digestion has arrived. That there are exceptions to what I have stated, I am well aware; but the exceptions are enough to prove the rule and no more.

With what, then, would I correlate reading? Why, so far as stray and interesting bits of information interwoven with other matter go, with everything that has the slightest human interest or value, but in *particular*, with one study that I do not find in any school curriculum.

Now this brings me to another oversight made by educators generally that is even more strange than the one already mentioned—a clear oversight of the fact that *every child, both before he enters school, and for many years afterwards, is a most intense student (and not the less so for his study being unconscious) of human nature.* The actions and motives of his own kind, their pains and their pleasures, their struggles and their triumphs, have a hold upon the child's imagination not paralleled, nay, not even approached by anything else.

Woe betide those poor infants who out of school have, as too many of our little ones have, only depraved or brutal specimens of their kind to study and to follow as exemplars. Woe betide them, I say, unless we can do something *in* the schools to counteract the evil influences that surround them, and the evil tendencies they inherit.

I would, then, correlate reading mainly with this unconscious study of human nature, and thus make it the main instrument for imparting ethical culture; and since this particular culture is of all kinds the most valuable, and since the power of any impression to endure depends not more upon its vividness than upon the number of times it is repeated, I would have at least half the material for every reading book, from the lowest to the highest, selected with reference to its usefulness in creating a love of whatever is noble and elevating, and a hatred of whatever is mean and debasing. There is no dearth of material; literature and history abound with stories of the kind

that make youthful hearts beat high for honor and for truth, and these stories should form the staple of our little ones' reading.

Thus would a double purpose be attained; the stories drawing the child irresistibly to his reading, and the reading constantly stimulating the growth of his nobler faculties.

School Journal.



WILL S. MONROE writes that his address is University of Jena.

COUNTY Superintendents will bear in mind that Prof. John Dickinson, University P. O., Los Angeles Co., is in the Institute field.

We are indebted to the courtesy of the editors of the *School Journal*, New York and Chicago, for the characteristic situation portrayed in the frontispiece which appears in this number.

THE Primary Geography upon which Alex. E. Frye has been engaged for some time is now out of press. It is receiving favorable notices from many prominent educators. Ginn & Company are the publishers.

We shall have two text-books in History in the State Series, a primary and an advanced work. The State Board has placed the labor of compilation in the hands of C. H. Keyes, of Pasadena. We look for a high order of merit in the new books.

THE many friends of Mrs. F. McG. Martin, of Sonoma county, will be pained to hear that she was not renominated. Her successful competitor, Mr. E. W. Davis, of Santa Rosa, is a well-known ex-superintendent and teacher of the county, who was a candidate two years ago for Congress against Thomas Geary.

THE five new schoolhouses building in Oakland are commodious structures of brick, with stone trimmings. The impression they convey is one of solidity, rather than architectural beauty of ornamentation. The High School covers the full frontage, and half the depth of an entire block. When completed Oakland may well be proud of them.

IT is a most gratifying fact to record that in all the political State conventions held this year in California the expressions of interest in and loyalty to the public schools were strong and enthusiastic.

Geographically the candidates for State Superintendent are well distributed, to-wit: Black, of Ventura; Richardson, of San Bernardino; Smyth of San Benito or Sonoma; and Burns, of Placer.

THE Auditor of San Francisco has refused to honor warrants in favor of parties whom the Board of Education elected to give the teachers special instruction, basing his objection upon virtually the same grounds taken in the abolition of the office of inspectors of schools held some years ago by James G. and Thomas Kennedy and by Miss Laura Fowler. No public school moneys, he claims, can be legally expended for such service.

THE Union District High Schools at Antioch and San Luis Obispo have been suspended because of the vital defect in the High School Act relating to the estimate for expenses. The citizens of San Luis Obispo are now proposing to organize and maintain a high school of their own in that enterprising town. It is hoped that they will succeed, and that the next Legislature will add an enabling clause to the unfortunate Act. The three Union High Schools in Alameda county are flourishing in the face of the Act.

CHARLES S. SMYTH, the Democratic nominee for Superintendent of Public Instruction, is at present the principal of the Hollister High School. He was for many years Superintendent of Schools of Sonoma county, and served for a time as principal at San Rafael, where his work in maintaining the school during a financial stress is gratefully remembered. He has long been a familiar figure in the educational field of the State. County Superintendent Seavy, of Placer, and Assemblyman Sargent, of Amador, each received strong support in the convention, and the contest for a time was a close one.

OUR LIBRARY TABLE.

MAGAZINES.

THE article that attracts most attention in the September *Overland Monthly* is Hjalmar Hjorth Boyesen's remarkable story of Indian life at the agencies, "Zee-Wee." In an illustrated article on "Early Journalism in San Francisco," Mr. J. M. Scanland has some interesting things to narrate of Brannan, Colton, Fitch, Walker, Semple, Casserly, Nugent, James King of Wm. and other pioneers. An article on a Chinese lottery, and one on the Mexican drink, "Pulque," are of more than passing interest. Col. E. Hofer contributes an amusing skit on the late Oregon campaign, while J. J. Peatfield's exhaustive study of "Dredging on the Pacific Coast," is a work of solid value. Mr. Wildman's Malayan novel is in

its most interesting part, and Colonel Poston's "Building a State in Apache Land" treats of Arizona during war times. Among the short stories, that always form so strong a feature of *The Overland*, are two Kansas stories. "As Talked in the Sanctum" and "Etc" are interesting, and the washes and drawings by Boeringer and Dixon are a decided improvement on the past numbers.

IN the August *North American Review* there is a valuable symposium on "The Lesson of the Recent Strikes," by Gen. Nelson A. Miles; the Hon. Wade Hampton, United States Commissioner of Railroads; Harry P. Robinson, editor of *The Railway Age*; and Samuel Gompers, President of the American Federation of Labor.

IN all its history of sixty-four years, *Godey's* has never made a more radical or more welcome change than it has in its recent reduction in price to ten cents. The cover of the August number shows that clever and artistic innovations are to be made under the new regime. The contents are fully up to the standard. It is all readable, and there is nothing too deep for the summer months. The Seward reminiscences are continued, and there are finely-illustrated articles on New York Roof Gardens, the Battlefield of Waterloo in 1894, and the Yale-Harvard boat-race of 1894. A long list of fiction and the Fashion Department complete the number.

THE September *Century* contains two articles particularly appropriate to the opening of the school year and of general interest to all educators. Dr. J. M. Rice, the closest student of the American public school system, describes "School Excursions in Germany." The article has special reference to an excursion made by the teachers and pupils of the Pedagogical Seminary at Jena, in 1893, when Dr. Rice himself was a guest. The second paper is by Jacob A. Rüs, whose name is known in connection with studies of tenement house life. Mr. Rüs writes of "Playgrounds for City Schools," with particular reference to New York City's lack of adequate recreation places. He urges that every city school should be surrounded by an attractive park, open at all hours, and fitted with simple gymnastic apparatus. He would have the schools, too, open during the evening as club-rooms for the boys and girls, wherever practicable.

THE September number of the *Political Science Quarterly* opens with an exposition of the historical relations of "New York City and New York State," with reference to the current discussion of home rule; Dr. Ernst Freund shows the tendencies of "American Administrative Law;" Prof. Mayo-Smith begins a scientific investigation of "The Assimilation of Nationalities in the United States;" Dr. S. Merlino, of Naples, exposes the real character of "Camorra, Maffia and Brigandage;" Prof. J. W. Jenks discusses "Capitalistic Monopolies and their Relations to the State;" and Prof. Ch. V. Langlois, of Paris, states at length "The Question of Universities in France." The department of Reviews and Book Notes deals with numerous recent publications. Ginn & Co., publishers.

Harper's Young People for September, with its charming pictures and interesting stories, is unusually attractive, and the boys and girls of your household will be delighted with it.

The Ladies' Home Journal for September contains a vast amount of readable matter for the home and the social circles. Subscription price only \$1 per year. Address, Philadelphia, Pa.

BOOKS.

THE firm of D. Appleton & Co., of New York, have removed from Nos. 1, 3 and 5 Bond street to No. 72 Fifth avenue. When the founder of this house, Daniel Appleton, went to New York from Boston, in 1825, he began the importation of English books, in connection with other business, in Exchange Place. The book business was in charge of his eldest son, William Henry Appleton, the present head of the firm, who has well earned his title as the Nestor of American publishers. The history of the firm is full of interesting events. The periodicals published include the *Popular Science Monthly*, the *New York Medical Journal*, and the *Journal of Gynæcology and Oöstetrics*. The members of the firm are William H. Appleton, William W. Appleton, Daniel Appleton, Edward Dale Appleton and D. Sidney Appleton.

GINN & COMPANY'S "Classics for Children" has been enriched by the publication of Dickens' "A Tale of Two Cities," as one of the series. The demands for a change in the matter required for school reading have been opportunely met by the publication of this carefully edited series of the best and most suitable works of standard authors. The entire series should be in our school libraries, comprising as it does the choicest works of such great authors as Shakespeare, Scott, Irving, Franklin, Ruskin, Dickens, Goldsmith, Andersen, Lamb, and others of equal repute, carefully annotated, and complete as far as possible.

FIRST COURSE IN THE STUDY OF GERMAN, according to the natural method. With special regard to the instruction of children. By Otto Heller, Professor of the German Language and Literature in Washington University, St. Louis. Just published. Second edition, with vocabulary. Bound in cloth, 50 cents. Published by Ig. Kohler, 911 Arch street, Philadelphia. This little book is predominantly a practical one, and it avoids many faults of other text-books covering the same ground.

LITTLE NATURE STUDIES FOR LITTLE PEOPLE. From the Essays of John Burroughs. Edited by Mary E. Burt. It is not too much to say of John Burroughs that he is more popular as a writer than any other naturalist living. "Little Nature Studies for Little People" is a first reader, a primer for children in the lowest primary grades. The book is handsomely illustrated, and its terse sentences are full of fun and native wit. It cannot fail to introduce both child and teacher to a large fund of information, as well as to lead to a taste for the elegant literature of a pastoral writer. Ginn & Company, publishers.

D. C. HEATH & CO. have published the third edition of "Sever's Progressive Speller." This new edition contains twenty-four additional pages, giving lessons in synonyms, antonyms, homonyms, words traceable to the Latin, words traceable to the Greek, and foreign words and phrases.

AN ELEMENTARY CHEMISTRY. By George Rantoul White. The strictly inductive method followed in this text-book, together with the insertion of numerous questions that must cause the student to do his own reasoning from the observations, renders it particularly useful to students who must be left largely to themselves or to the instructor who has never before conducted *laboratory* work. In fact a student with this book alone, and no other instructor, can do excellent work. The experiments have been selected not only as the best suited for a

rigorous mental training in logical reasoning, but because of their own worth for imparting a large amount of the best of modern chemical knowledge. The laboratory fittings and apparatus called for are of the simplest kind. Ginn & Co., publishers.

THOMPSON'S EDUCATIONAL AND INDUSTRIAL SYSTEM OF DRAWING, which has been in active preparation by the firm of D. C. Heath & Co., for some time past is now complete. The whole subject of drawing is treated in a common-sense manner. It is divested of the mystery that is supposed to make it necessary to treat the subject as a special one. The arrangement and the instruction are so simple and natural that the ordinary teacher can teach the subject with reasonable success, and the average pupil can learn it. No attempt is made to convert all the pupils into adept designers, draughtsmen or artists, but all pupils are encouraged and urged to make daily use of Drawing in their other school studies. This is the highest practical use to be made of Drawing in the school-room.

KORADINE LETTERS, A GIRL'S OWN BOOK, by Alice B. Stockham, M. D., (author of "Tokology," a book for every woman), and Lida Hood Talbot (interpreter of Delsarte and author of "Scrap-Book Selections"). "Koradine Letters" reveals progressively the development of a young girl in body, mind and spirit. It includes family and social life, a rational method of education, and the knowledge of spiritual law. A royal 12mo. book of over 400 pages, printed, in clear type, on extra heavy paper, elegant Levant binding, gilt back and side, marbled edges. Prepaid, \$2.25. Alice B. Stockham & Co., 277 Madison street, Chicago.

TALKS ON PEDAGOGICS: AN OUTLINE OF THE THEORY OF CONCENTRATION, by Col. Francis W. Parker. E. L. Kellogg & Co., New York and Chicago. Cloth, 491 pages. Price, \$1.50. Colonel Parker has now placed before our educational workers the most noteworthy, most thoroughly helpful and most fascinating pedagogic work ever published in the English language. If we add to this that it is the master work of a pedagogic genius, we are simply stating a truth that all unbiased readers of the work will acknowledge. Colonel Parker has been a teacher of little children for nearly forty years, and there are few who have been so lovingly devoted to the study of the nature, ways and needs of childhood. To give a fair outline of the doctrine of Concentration as expounded in "Talks on Pedagogics," we would have to copy the greater part of the book. Any brief statement would at best give an incomplete, if not a misleading idea. The precise definitions of the scope of the proposed studies, the relations in which these are presented, the philosophical basis of the book, all this must be known, in order to interpret the idea rightly. This book should be read and studied by every teacher in our land.

THE CHILDREN'S SECOND READER. By Ellen M. Cyr. This book, like the earlier ones in the series, is written on the general plan of slow but steady progress. Stories from the lives of Longfellow and Whittier bear especially upon the relation of the two poets to child-life, and are intended to awaken a personal interest in them and their poems, several of which are introduced in the book. The illustrations are carefully prepared, and there are many stories of nature and childhood in addition to those bearing especially upon the poets. Ginn & Company, Publishers.

THE American Book Company has just published a timely and notable text-book, entitled, "An Introduction to the Study of Society." The authors are Prof. A. W. Small, of the University of Chicago, and Vice-Chancellor G. E. Vincent, of the Chautauqua System of Education. The work enters an original field as a text-book, and it will render great service to teachers as well as students of sociological science. This manual is intended as a guide to the study of social problems, and it commends methods which encourage students to learn to know intimately the facts of social structures and functions before they venture to speculate about the great questions of social reform. It aims, in fact, to inculcate a habit of mind that will result in the acquisition of at least the elements of social wisdom, rather than the production of superficial theorists. The book is well printed and tastefully and substantially bound by the American Book Company. The price is \$1.80.

JOHN FISKE'S "History of the United States, for Schools," exhibits in a striking form those qualities which have given to Mr. Fiske's earlier works their great popularity,—a charming style, clearness of narration, historical accuracy, and breadth of view. It is a graphic and exceedingly interesting presentation of the story of our country, in simple phraseology. The History is made in the best style of the bookmaker's art, handsomely and substantially bound, beautifully printed on the best paper, and supplied with an abundance of maps and illustrations, which are historically reliable and admirably executed. Houghton, Mifflin & Co.

NORMAL DEPARTMENT.

California State Normal School, Chico.

The Northern Branch State Normal School, located in Chico, began its sixth term September 4th, with promise of a continuation of past prosperity. The career of the school has been ever upward and onward, and the outlook for 1894 and 1895 is extremely flattering.

The instructors for the coming year include: Robert F. Pennell, principal; Minor L. Seymour, vice-principal and teacher of Natural Sciences; Washington Wilson, Psychology and History of Education; Carlton M. Ritter, Mathematics; Esther M. Wilson, Music and Drawing; Helen Eliot, English; Emma J. Fuller, Elizabeth Rogers, teachers in the Training School. Of the changes made in the list of last year's instructors: Frances A. Parmenter succeeds Miss Morris as preceptress. Her position as former principal of the Training

School is filled by Robert C. French. Two additional teachers, Matilda Fuller, in the Training School, and J. Hatfield Grey, Physical Science, have been added this year. Miss Agnes Crary, who for the past two years has been connected with the English department, has transferred the scene of her labors to the Los Angeles Normal.

California School Items.

DOS PALOS, Merced county, has voted \$600 to build a new school-house.

ARCATA and adjoining districts in Humboldt county have organized a Union High School.

FRIENDS of the public schools of San Rafael are making a strong effort to organize a kindergarten.

PROFESSOR EARL BARNES, of Stanford University, has returned from London, and is again at his post.

THE Yuba City Union High School Board has let the contract for the erection of a new High School building.

KINGSTON DISTRICT, Fresno county, has voted a tax for the purpose of building a much-needed schoolhouse.

SUPT. WM. P. MILLIKEN, of Park City, Utah, has been elected assistant principal of the Riverside High School.

R. MCKISICK, a graduate of the State University, has been elected principal of the Elk Grove Union High School.

WM. HERROD, formerly principal of the school in Angel's Camp, has been elected principal of the Paradise, Nevada, school.

SUPT. ELI F. BROWN, of the Riverside schools, goes to Indianapolis, to engage in work in connection with a business school of that city.

PASADENA needs a new school building, and, barring legal technicalities, will have \$20,000 for the purpose of erecting one during the present term.

J. T. WASHIER has been elected principal of the West Park School, Fresno county. F. T. Moore is the new principal of the Lake School, and Miss Gertrude Rowell of the Washington Colony School, both in Fresno county.

THE Fresno County Teachers' Institute will be held some time during October. Ex-Superintendent Search, of Pueblo, Col., will deliver one of the addresses.

PRINCIPAL J. H. POND, of the Sacramento High School, who was so severely injured in a runaway accident last May, will be able to resume his duties at the opening of the new term of school.

THE San Jose Board of Education rescinded their action appointing Superintendent Manzer of Santa Clara, to the superintendency of the San Jose schools, and Superintendent Russell again holds the fort.

PLANS have been adopted for a new \$5,000 schoolhouse for Rucker, the new town on the Dunne ranch, Santa Clara county. The bonds were recently voted for this purpose by the residents of the district.

OROSI DISTRICT, Tulare county, has voted a special school tax to pay for an assistant teacher during the current school year. C. W. Updyke is principal of the school, and Chas. Weddle has been elected assistant.

THE comet medal of the Astronomical Society of the Pacific has been awarded to Prof. J. M. Schaeberle, of the Lick Observatory, for his discovery of an unexpected comet on the negatives of the eclipse of April 16, 1893.

THE California School of Elocution and Oratory, which has been under the able management of Miss Emily Curtis, has removed from the Mercantile Library building, San Francisco, to the new Y. M. C. A. building, corner of Ellis and Mason streets.

AUDITOR BRODERICK, of San Francisco, claims that the law does not authorize the appointment of persons to instruct teachers; hence he refuses to sign the salary warrants of Mr. Yoder, the new teacher of methods, and of Miss Ball, special teacher of drawing. President Hyde, of the Board of Education, says that these special teachers will give instruction in all the schools of the department, and that they occupy the same position as principals.

THE new Ward school building, Fresno city, is nearly completed. The building is of brick, two stories high, and surmounted by a handsome tower of almost Oriental design. The frontage of the building is ninety-two feet, while the depth is nearly fifty-eight. The windows

on the second floor are square, and those below arched. The entrance is to a wide hall running through the middle of the building, from front to back.

IN the U. S. Government report on the Columbian Exposition, the public school exhibit of California receives the following notice: "Charts giving valuable information by counties. Good school work, representing the kindergarten, intermediate, high, normal and technical schools of the State, and especially from the rural schools, and good drawing from the schools of Los Angeles. Relief maps, showing location of school buildings. Photographs and statistics of colleges and universities, showing growth and progress in endowments, appliances and attendance."

THE *New England Journal of Education* says of Superintendent Black, the Republican nominee for Superintendent of Public Instruction: "Mr. Samuel T. Black, for four years County Superintendent of Ventura county, is the Republican candidate for the State Superintendency, and will be elected, unless all signs fail. Mr. Black has had a varied experience, in both Northern and Southern California, as a common school and high school teacher and superintendent. He is an earnest man, is thoroughly wide awake, and is loyal to every professional interest. He is much more widely known than the size of his county would indicate, and he is favorably known, especially in San Francisco, Oakland, and in Southern California."

COUNTY SUPERINTENDENT NORVELL, of Merced, reports that during the school year ending June 30th, 1894, the schools of the county were in a prosperous and healthy financial condition, and eighty per cent. of them had an eight months' term, and the average daily attendance was much better than previous years. The school census returns show an increase of children of school age over the previous year of 121, which is encouraging, and evidence that our population is increasing. During the year a graded school was established at Volta, and a new schoolhouse was built in West Merced, at a cost of \$1,300. The disposition manifested by the school officers of the county to look after the school property in their respective districts, and keep it in good repair, cannot be too highly commended.

MISS LILLIE J. MARTIN has resigned the vice-principalship of the Girls' High School, San Francisco, and has gone to Germany, to enter the University of Göttingen as a student. Miss Martin came

to San Francisco in 1889, from Indianapolis, to accept the position she has just vacated. She organized the Science Department of the Girls' High School, superintending the work in Botany, Zoölogy, Physiology and Physics, and personally teaching Chemistry. The Board of Education, in recognition of her work, adopted the following resolution :

Resolved, That Miss Martin, by her superior scholarship, her organizing ability, and her untiring energy, has contributed greatly to the present satisfactory condition of the Girls' High School. The scientific department, under her direction, has obtained a widely-acknowledged efficiency, and the other departments have been brought to a higher standard through her persistent efforts. In recognition of her faithfulness and the value of her services, it is ordered that this resolution be spread upon the minutes of the Board, and that a copy, suitably engrossed, be sent to Miss Martin.

GRANVILLE FOSTER, principal of the High School, and editor at Antioch, has returned to his former home, Sunol Glen, to reside. Supt. W. K. Dillingham, of Mendocino, declined a re-nomination, and will assume charge of the High School at Ukiah. Ex-Superintendent Ruddock, of Mendocino, who was urged by friends to accept the Democratic nomination for Superintendent of Public Instruction, but declined in favor of C. S. Smyth, has returned to live in Ukiah.

The School Journal remarks that the department of Pedagogy of the University of California is doing splendid work for the cause of education in the far West. It ranks Prof. Elmer E. Brown as a thorough Herbartian, whose investigations regarding the coördination of studies will contribute much to the solution of the perplexing problem. His criticism of the educational ideas of the followers of Herbart, as expressed at an institute meeting, is pronounced forcible and timely. He is convinced, he said, that the system should not be adopted outright for American schools; at the same time that, rightly understood, it could contribute perhaps more than any other one system to the development of a truly American pedagogy. Good! We may learn a great deal of the German Hebartians, no doubt; but, coming right down to the needs of the schools of this country, there must be a rigid Americanization of the pedagogical ideas. There is only one country that has a free and truly democratic common school system, and that is America. The peculiarity of its requirements are therefore obvious. Professor Brown's investigation will be watched with interest; it is along the lines that are in need of broad and thoughtful research.

EX-SUPT. WARREN C. HART, of San Jose, the pioneer school teacher, died at his home in San Jose, August 25th. Superintendent Hart was born in Holden, Me., March 4th, 1825. He taught for several years in the public schools of his native State, and in 1859 came to California and at once began teaching in a school on the Russian river. In 1861 he removed to Santa Clara county, and in the history of the public schools of the city of San Jose he has since been a conspicuous figure. On account of failing health, due to confinement and arduous work, he was forced to abandon his chosen profession several years ago. The deceased leaves a widow, Mrs. Mary C. Hart, for many years an efficient teacher in the San Jose schools.

EDUCATIONAL CHIPS FROM BUTTE COUNTY.

Butte county awakens into activity, educationally speaking, with the coming in of September.

In the various mountain districts vacation begins in October. It ends in the valley schools, Oroville excepted, in September; and teachers and pupils are now fairly in the harness.

Seventy-five school districts are included within the confines of Butte county, employing about one hundred and fifty teachers. Nine months is the limit of the term in all the larger schools. Country and summer schools average about eight.

Chico takes precedence, as possessing the largest of the graded schools. Fifteen departments are represented. The teachers employed for the term just commencing are: D. W. Braddock, principal; Clara Bennet, Adele Goodrich, J. A. Tyler, Emma A. Wilson, Dixie Hendricks, Anna Williamson, Alice Sproul, Mamie Cain, Ella Rinehart, Nellie Mead, Lena Barkley, Alice Crum, Jennie Lowell, Cora Kennedy.

Oroville ranks second. The only high school in the county is here, under the supervision of Col. H. T. Batchelder, Joel Snell assistant. The following teachers constitute the public school corps: R. H. Dunn, Mattie Elliott, Belle Howard, May Evans, Carrie Sexton.

Hamilton District, in Biggs—Teachers: E. N. Maybrey, Della Crain, Mrs. C. C. Spence, Ella Snyder.

Gridley—P. I. Tople, Bertha Norman, Maggie Schaeffer.

Honcut—Mrs. Pratt, Lizzie Herrin, Dora Horton.

Bangor, Cherokee, Forbestown, Meridan, Palermo and Paradise school districts complete the list of graded schools in the county. These latter comprise but two departments.

EDUCATIONAL NOTES

The Method of Presentation pursued in Doctor W. J. Milne's ELEMENTS OF ALGEBRA is the same as that which is exemplified in his Arithmetics and which has proved not only pedagogically correct, but has also met with general and enthusiastic approval. Milne's Elements of Algebra just published. 60 cents.

Dr. Milne's High School Algebra was adopted in June, 1894, by the State Normal Schools of San Jose, Cal., (600 pupils); Los Angeles, Cal., (450 pupils); and Chico, Cal., (250 pupils).

"To teach things rather than names" is the aim of Dr. J. H. Kellogg's SECOND BOOK OF PHYSIOLOGY AND HYGIENE, just issued. As the title indicates, it is a book for advanced classes, and the author has endeavored to bring within the comprehension of the student important facts not generally treated in school physiologies. Prominence is also given to the branch of the subject relating to the effects of alcohol, narcotics, and other stimulants on the human system. Colored charts and wood cuts help to elucidate the text.

Dr. Kellogg's series consists of FIRST BOOK IN PHYSIOLOGY AND HYGIENE, 40 cents, and SECOND BOOK IN PHYSIOLOGY AND HYGIENE, 50 cents.

The Report of the Committee of Ten on Secondary School Studies, pronounced by U. S. Commissioner Harris the most important educational document ever issued in this country, has been printed and published by the American Book Company for the benefit of the National Educational Association. It is supplied, postpaid, at the nominal price of 30 cents.

A new aspect is given to the study of Botany in Oliver R. Willis's PRACTICAL FLORA (\$1.50). It shows the economic features of the vegetable kingdom and its relations to our everyday life. Food producing vegetation and plants that yield articles of use or consumption are described and classified, and to each is appended its history, geography, and other information of economic and commercial interest. It is cordially recommended by Profs. W. G. Farlow (Harvard), Byron D. Halsted (Rutgers), Geo. McCloskie (Princeton), Albert P. Brigham (Colgate), and other leading botanists.

"Pupils should be helped to

help themselves" may be said to be the keynote of Metcalf's ENGLISH GRAMMAR FOR COMMON SCHOOLS (6 cents), just published. In this book pupils are led, first, in the light of their own experience to study the simple facts of language and then to investigate the more difficult matter of construction and inflection until they arrive at the general laws which govern its structure. Robert C. Metcalf, Supervisor of Schools, Boston, Mass., and Thomas Metcalf, of the Illinois State Normal School, are the authors.

Eclectic English Classics steadily increase in popularity, due to the high literary quality of the books selected, careful editing, judicious, helpful notes, pleasing appearance, and low prices. Fourteen volumes are now ready and nearly as many more are announced as forthcoming.

The New York "Times" says of GUERBER'S MYTHS OF GREECE AND ROME, \$1.50: "We recall no recent work in this field more interesting, or which without being pretentious, will give the reader so quickly and surely a knowledge of classical mythology.

Dr. Emerson E. White has laid the teacher's profession under lasting obligation for his SCHOOL MANAGEMENT, (\$1.00). *Public Opinion* says: "It would be well for themselves, their scholars, and the Republic if 'School Management' could be read carefully and thoughtfully by every teacher."

The first Copy Books to teach a systematic course of Book-keeping are Number 9 (Single Entry) and Number 11 (Double Entry) of the new SPENCERIAN BUSINESS COPY BOOKS. Of the same series, Number 8 presents Miscellaneous Business Forms, and Number 10, Connected Business Forms. Price, 96 cents per dozen.

With strong credentials from Europe Vertical Writing seeks recognition here. Its progress, however, has been retarded by the uncouth, clumsily formed copies heretofore offered. THE AMERICAN SYSTEM OF VERTICAL WRITING, just issued, is the first to present graceful, pleasing, finely executed vertical script forms, providing for teaching the system under the most favorable conditions. \$1.00 per doz. prepaid.

The books mentioned in these notes are all published by the American Book Company. They have the largest number and greatest variety of the most popular and reliable text-books for all grades of public and private schools. They make no charge for delivery—any of their books being sent prepaid on receipt of list price. Special terms for first supplies. Catalogues and circulars, also Bulletin of new books, free.

AMERICAN BOOK COMPANY,

PUBLISHERS,

NEW YORK

CINCINNATI

CHICAGO

BOSTON

PORTLAND, ORE.

Address A. F. GUNN, AGENT,
101 Battery Street, San Francisco, Cal.

PRINCIPAL ISAAC WRIGHT, formerly of the Livermore High School, has charge of the Union High School, in Winters.

COUNTY SUPT. G. W. BEATTIE, of San Bernardino, in his instructive and interesting report for 1893-94 says that as much money has been expended in San Bernardino county during the past four years for new school houses as in the entire previous history of the county. The houses constructed range from the small one-room house costing not more than \$1,000, to the spacious High School building erected in San Bernardino at a cost of \$75,000. During the past year several houses, containing from one to four rooms, have been erected, that are models of beauty and adaptability to school wants, being planned with special reference to providing light in such a way as not to injure the eyes of pupils, securing proper ventilation, and making discipline easier and more effective. All new houses, even in remote country districts, are furnished with an ample supply of slate blackboards and the best modern desks. Among the more recent buildings is the four-room house lately constructed in Highland, which, because of its architectural beauty, convenient arrangement, satisfactory heating and ventilating apparatus, and complete equipment, may justly be styled a model school-house. In securing funds for the accomplishment of this part of the work, 36 issues of district bonds have been necessary, and in no case has any legal defect in the proceedings interfered with the ready sale of any issue. The school bonds of San Bernardino county have such standing in the market that they have been placed without difficulty even during the present financial depression, though the rate of interest on all recent issues has been one or two per cent. lower than formerly prevailed.

Cheney's Pacific Coast Bureau of Education

Recommends properly qualified High School teachers, grade teachers, professors and instructors for Normal Schools, Principals and teachers for Academies, Seminaries and Kindergartens, Specialists in Music, Drawing and Painting, and Physical Culture. References required and given.

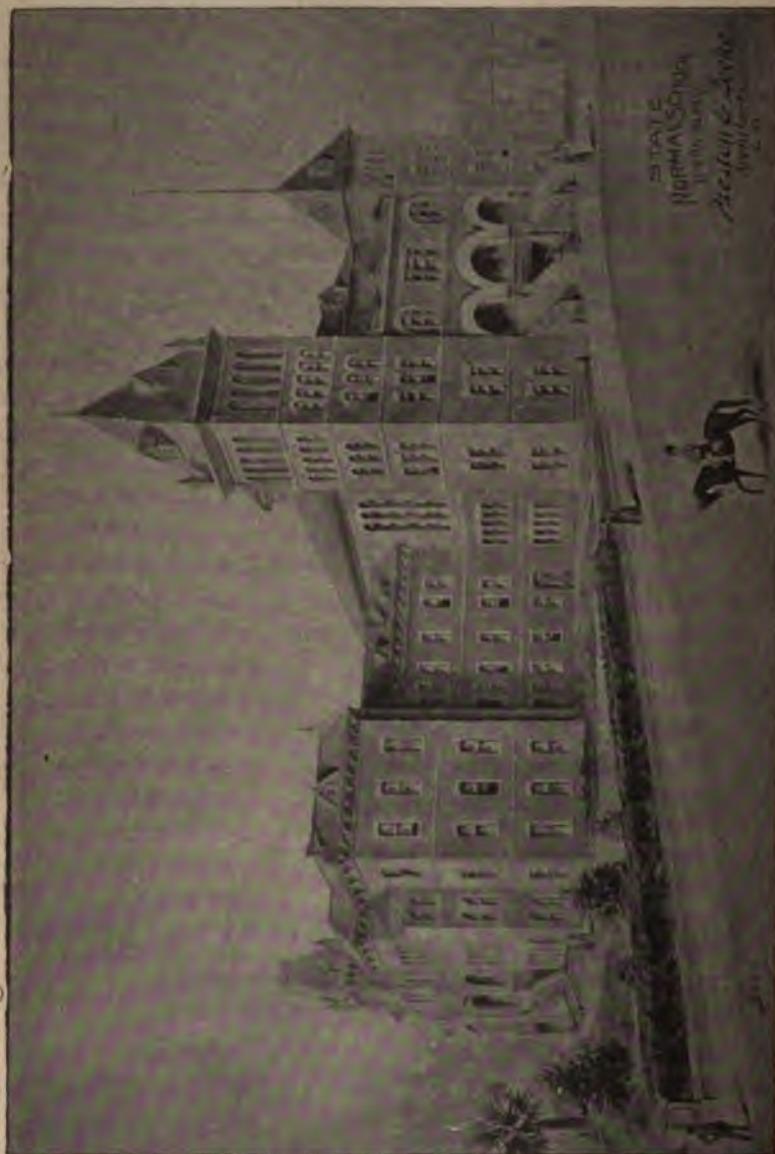
ADDRESS:—

MAY L. CHENEY,
WARREN CHENEY, } Managers.

300 Post St.

Telephone 907.

San Francisco, Cal.



LOS ANGELES STATE NORMAL SCHOOL—The New Building.

THE
PACIFIC EDUCATIONAL JOURNAL.

Official Organ of the Department of Public Instruction of California.

VOL. X.

OCTOBER, 1894.

NO. 10.

CURRENT EDUCATIONAL THOUGHT.



By laboratory methods we mean the method of nature, using, and by using, developing the senses and powers of the child; personal investigation and demonstration by each individual pupil, instead of merely accepting or appropriating the statement of book or teacher. It is learning by doing, education by self activity. The laboratory method is best illustrated, and finds its simplest and best application in the study of natural sciences or nature study.—CHARLES B. SCOTT, St. Paul.

I BELIEVE that education, all-around and generally diffused, is the only safeguard of the Republic; that to make sure of this end the American school system has been developed, and that it is the most unique and beneficent educational instrumentality the world has ever known; that it is incomplete unless it begins with the kindergarten and ends with the university; that if any part of this system demands better care than any other, that part is at the bottom rather than at the top. I believe that no one is fit to teach in the schools who has not the soundness of character and the cultivation of mind to be worthy of admission to the best of American homes; that the teaching service is not competent unless it possesses scholarship broader than the grade or the branches in which it is engaged, and beyond this is specially trained and prepared, and, over and above this, is in touch and hearty sympathy with the highest purposes and aspirations of the American people; and that even then it ceases to be competent when it ceases to be studious, and fails to know and take advantage of the world's best thought and latest experience with the administration of the schools.—SUPT. Cleveland.

WHILE the time is not near at hand, or ever will be at hand, when our people, as a rule, will adopt a rigidly perpendicular style of writing, I am nevertheless convinced from close observation that some very important modifications are probable; indeed, are essential if the handwriting of the future is to serve its age as faithfully as our own times have been served by the handwriting of the past half century.

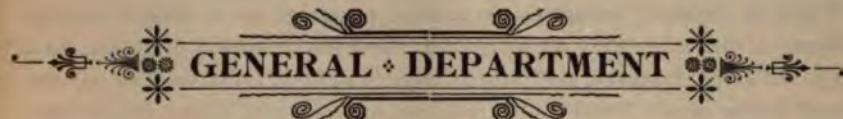
—D. T. AMES, Editor *Penman's Art Journal*.

THE foundation of the science of teaching is a knowledge of the nature of man, a knowledge of his capacities, potentialities and the laws and methods by which they are to be awakened and developed. Thus, the science of physiology, psychology and anthropology lie at the basis of a teacher's qualifications, giving a magnificent field for study and investigation worthy of the best minds and highest talent of the age. Correlating with this knowledge of mind stands the great world of knowledge, consisting of science, literature and art, all of which are to be used to awaken and develop the spiritual activities.

—G. STANLEY HALL.

THERE is no greater educational fallacy afloat than that which presumes that we are to use in life what we learn in school. Almost everything that is taught us is soon forgotten. We practice some of the most elementary rules of the first school years, but beyond these very little is of any more value than the dead languages for everyday use. The practical education is not that which teaches what we expect to want for use in after life. The practical things are those that build up the mind and character. The man who is best developed in these two characteristics, no matter what he does, has the surest chance of securing a success which will be recognized and rewarded.—PRES. C. K. ADAMS, Wisconsin University.

We are inclined to think that the problem of secondary education in English reduces itself to getting teachers who know good literature and care for it, and minimizing to the utmost the restrictions placed upon their work. Duplication of work in different years must be avoided, but beyond the limits set with this object in view there should be no effort made to secure uniformity, both because every effort to secure it costs something in vitality, and because there is no good reason for uniformity anyway. Our suggestions, doubtless, seem tame in comparison with the brilliant new departures here and there noisily heralded, but radical reconstructions appear to us no less suspicious in the body educational than in the body politic. It will be time to seek for the "new thing" when we have done all that is possible with the old.—*The Dial*.



GENERAL DEPARTMENT

The Harp of Life.

For the Pacific Educational Journal.

A power to know; a will to do;
A soul to feel; these are the strings
That stretch upon the harp that rings
The chord of human life. And true
Will be that chord if firm the hand
Of him who strikes the key; and sweet
Is life in him who plays complete
His mission's melody; whose tone
And tune are each attuned alone
To Nature's wondrous harmony.

Sept. '94.

MERLE ROGERS, Springville, Cal.

The Pioneer Schoolmaster.

BY PHILIP A. GRAIP.

Just as California's landscape marvelously combines into a startling, yet harmonious whole all kinds of zones and aspects, so, only in sharper and more vivid contrasts, is the personal history of pioneer Californians marked by extraordinary and highly dramatic events, in which fair pinnacles of fortune and hopeless depths of ruin, critical passages and heydays of banqueting, misadventures and twigs of laurel, thrills of unexpected gladness and throes of unsupportable agony, play their varied and pathetic parts.

But, without any further introductory talk, let us concisely deliver a tale which has such phases of white-lipped anguish, such stings of rank injustice and neglect, such trying situations and checkered times, yea, such stretches of coarse, grinding, mill-horse round of toil in it, that it ought to moisten the tearless eye and touch the stoniest heart.

But who, pray, is the subject of this sketch? Yesterday, under the guidance of a literary and philanthropic friend, we found him up a flight of crooked, carpetless stairway, situated on a rough, untidy avenue of our city, and as we gazed upon his cramped quarters, and pale, suffering features, and silver hair, and bent form, and as we listened to the minor trend of his mellow, sympathetic voice, we at once recalled the apt self-portraiture contained in his lines under the poem entitled "No Music Thrills My Lyre," when he gives vent to the plaint:

"But silent hangs my lyre;
While whitening locks and bowing head,
Unsteady hand and tottering tread,
To sweat and toil and sorrows wed,
All silent hangs my lyre."

Ushered politely into a small, second-story, front room, a writing desk and book shelves loaded with well-worn volumes, and other paraphernalia of an intellectual workshop, met our eyes, but over all the braveries of resolve and outward show of things hung an atmosphere of suffering and depression, and from every nook and cranny stole forth glimpses of undeniable poverty and want. Articulating with studied distinctness, we breathed our questions into his almost stone-deaf ear, and, in the lulls from acute paroxysms of incurable pain in the right lobe of his brain, he answered in a trim, suave, cavalier fashion, choosing his words with scholarly nicety, and apt, poetic phrase and logical sequence, except when the too severe strain of torture in his head threw him sometimes off the track of coherent development of ideas. Always, it seems, ruled by the master-passion of authorship, his habit has been, either on window-pane, or smooth wall, or scrap of paper, to jot down his thoughts in the form of rhyme, so relieving his black shadows and bitter hardship by the splendor and wealth of his muse, and throwing over his gruesome lot the magic spell of a paradise, and turning his turbulent and overclouded days somewhat into serene songs of victory and peace.

While engaged in a chat with us about his life's unique and wondrous romance, he begged us to inspect a bit of verse, which had just Minerva-like, sprung forth, full-formed and fresh, from his inspiration of that very morning, and we were so struck with its fine sentiment and simple beauty, that we reproduce it entire, yclept :

THE HAPPY MAN.

However rough our path may be,
And weary wind through desert wide ;
However stormy be our sea,
And angry be its swirling tide,
Some cheering hope our footsteps stay,
Some beacon light illumes our way.

'Mid wooded dell or desert lea,
We find some floweret, sweet and fair ;
And pearly drops 'mid billowy sea
Are beauteous as the diamonds, rare—
Some hearts are glowing, generous, warm,
Like stars agleam amid the storm.

Whatever ills our life betides,
Though some too heavy seem to bear,
We know, a Power in Heaven resides,
To hear, and shield us from despair ;
Whatever grieves our hearts oppress,
We know, the motive is to bless.

Sometimes we wish, that shadows less
May rest upon our rugged path ;
And yet we know, if griefs oppress,
They voice God's wisdom, not his wrath—
And who, on earth, would happy be,
Must meet with smiles his destiny.

After our perusal of the foregoing pretty gem, coupled with some words of appreciative comment, he read with moist eye and tremulous lip, certain favorite lines thereof, saying, parenthetically, that the little poem was a correct translation of his life's innermost experience.

Upon inquiry, we learned a number of interesting facts. He comes from a good strain of sturdy, patriotic, New England stock, his forefathers having fought at Bunker Hill and White Plains, and served in Washington's body-guard at Valley Forge and Yorktown. A native of Madrid, amid the bleak pine hills of Maine, rocked in the cradle of penury and orphanage, bred in the arena of horny-handed toil, he early developed the tough, athletic nerve, and learned to face the rough world with gallant spirit and invincible courage. In budding youth, he drank in the lore of the classics, and grew fast and fully enamored of the charms of school-room work, and hence, already in his 18th year, he began a pedagogical career of marked success and

brilliant possibilities. In Maine and Massachusetts he held several principalships successively, with honor and distinction, and when in '49 he was the head of the Phillips Free School, Andover, the gold fever ran riot in Boston and thereabouts; but instead of roving in hot haste to California in a miner's outfit, he equipped himself with books, globes, charts and elegant sets of outline maps, living indeed under the commanding attraction of ideals fairer than those that inspired the nineteenth century argonaut in his chase after the golden fleece.

On October 11th, '49, in the ship "New Jersey," amid a din of excitement and motley races, and babel of voices, he leaped gaily ashore beneath the cliffs of Clark's Point. Though penniless on arrival he soon found dash, gold-dust friends and a redwood shanty home among the tents of gold hunters, amid the arid wastes of the sand-dunes.

Through all the lures and sorceries of temptation to a mad, money-making materialism, he remained unwaveringly true to his original purpose. Others might pile up the glittering particles with pack-mule or stage line, or pony express, or grub-digging pick and spade, but he, with patient, self-denying toil, and single-heartedness of aim never faltered, until on December 11th, '49, he inaugurated the first free public school of our city and State, enrolling Charles Crocker, Cornelius Mairia and Davis Loriferback as the first pioneer pupils, and thus planting on the Pacific Coast the foundation stone of an educational system, whose great beneficence and wisdom are still blessedly alike in kindergarten work and university training. However before that eventful day closed the roll of scholars who assembled in that plain rude school building swelled to more than thirty, and on that day commenced the education of more than one person whose name has been closely and proudly identified with the history of the State. The cut fairly represents the first free public school house in California, located in San Francisco on Washington, near Stockton street, and ecclesiastically known as the First Baptist Church.

SOME OF HIS PUPILS.

Some of those who studied under Schoolmaster Peck were Willie Evans and sister, Fred Walton and sister, now Mrs. Wilkinson, of the Asylum for Deaf Mutes; Willie Weimer, the mother of whom washed the golden grains for John Marshall at Sutter's Mill, Coloma; George Kimball, Mary Kimball, William Pierson and sister, William

and Mary Gallagher, William and Samuel Shear, William Galloway and sister; James Eager, brother of the late Senator; George M. Cipriano, the actor, and his sister, Anita; William McCabe, son of the pioneer actor; the Russ brothers, of the old Russ House; Clay M. Greene, the playwright and composer; the Younger brothers, Drs. William and Alexander, and sister; the Thompson brothers, the Murray brothers and sisters, the Burke brothers and sisters; the Mitchell brothers, William and John; Henry and Mary Lee, N. C. Lane and sister; Cornelius Makin and sister, Rachel; and J. H. Ferguson, editor and proprietor of the Fresno *Expositor*, and his sister.

Early the next year the pioneer school-teacher urged municipal action in the Common Council of San Francisco for the establishment of a free school system, and the result was that a committee of education was appointed, land was set apart for public schools, and laws to govern them were framed, and the foundation of the school system of the State was laid. To bring this plan to a successful termination, the schoolmaster was obliged to lay out about \$5,000 at his personal cost, but his dream was realized. During the next six years, while acting in the capacity of Superintendent of Education, he opened over thirty schools, and in 1864 he established a higher grade school system. In several years following he held the principalships of the Washington-street, the Lincoln, the Rincon, the Bush-street and the Hyde-street schools, and after that he took the superintendency of the San Francisco Industrial School. While acting in that latter capacity he met with an accident, which totally crippled his power to do any further educational work. His whole educational experience in California covered an important and fundamental period of twenty-four years in the birth and growth of the school system of the State.

Again and again he taught on the scant basis of his private funds, impoverished himself for the sake of paying his teachers their dues, mortgaged his house and lot, and lost even the roof over his head in order to make our San Francisco free school system a permanent success. With indefatigable ardor and skill he framed judicious educational bills, gave up everything for the idolized dream of his heart, lived in shabby, half-starved style on almost worthless city scrip, until he had permanently established our free school system, only, however, in the end, to find himself ousted from position by the wiles of political wire-pulling, to find his hard-won laurels filched from him by the hand of petty jealousy, and to find himself finally in old age, a forlorn and desperate castaway, unsuccored and uncrowned.

Once losing his masterly grip on the situation, his robust health gave way, blindness smote his eyeballs, his erstwhile happy cottage home went to pieces under a mortgage, and to cap the climax of calamities, his brain began to stagger under a partial stroke of paralysis, and a long black cloud of misfortunes set in.

Now loafless and shelterless, stript bare in earthly goods, and sorely and shamelessly bruised in soul, in a whirl of agony and bewilderment, he drifted, heart and health broken, into San Diego, where Hon. C. H. Shephard and Messrs. Frank and Warren C. Kimball performed for him the divine offices of the good Samaritan. However, too high-minded to sponge on the largess of the unstinted hospitalities of friends, and too proud to munch the grudging crust of the world's cold charity, he pluckily, with borrowed carpenter's tools, built himself a rude hermit's hut under a clump of trees in Sweet Water Valley, and for his meager subsistence, all summer long, shot rabbits to exchange for necessary articles of diet. Although in a land of the pomegranate and the olive, of the palm and the orange, of the vine and the fig, of golden poppy and lush grass, beneath soft blue skies, amid balmy air and magic climate, his restoration to health and happiness was precariously slow. While yet dim of vision, with hearing almost gone, limbs failing, and groping along uncertainly with a cane, in dear companionship of a little dog, he kept himself gallantly braced to the code of noble self-reliance, eking out an independent living by egg-selling and poultry raising, and turning the attention of the incubator to the hatching out of choice fancy breeds. Gradually, under the stimulus of outdoor life, and the balsamic odors of the plains, and the exhilaration of the pure and uncindered atmosphere, signs of physical improvement set in. Painfully, step by step, he palpably mended, and, ere long, the infirm foot took on alert elastic strides, thought and imagination began to play, and the long hushed harp, now and then trembled again with rapt and buoyant melody. Yes, the grim, withered, desolate life began to pulse and bud again, putting forth vigorous shoots and flowering out into all sorts of luxuriant and beautiful demonstrations of new-born power and hope.

When the venerable pioneer schoolmaster touched upon this point of the striking narrative, his voice became choked and husky and his bent frame shook with emotion. Recovering his composure, he said with deliberate, calm emphasis: "O, that unspeakable, woful time! Ofttimes I had wistfully longed for death as a swift and sweet release from the prison-house of darkness and despair in which I lay pining

and dying by inches. But, at last, deliverance came, and I emerged from the narrow gloom and haunt of the "ragged edge" into the wide, open, free, glad world of golden sunshine—my pulses bounding with new zest and my brain and will teeming with new ambitions and dreams of further conquest."

Thus he went on, and told in a shy, somewhat self-deprecatory way how stubbornly he had battled to overmatch an austere fate in order that he might, if possible, close his sunset years, if not amid banners of glory, at least beneath the halo of a calm and happy end. Just think of it, kind reader!—a refined, classic mind, born to soar on the wings of lyrical poetry, but doomed to the harness of clod-hopping drudgery, as dirt-heaver, sand-hauler, hog-breeder, drayman, land speculator, water-carrier, government squatter and stage-driver, toiling day after day, for six unbroken years, from the first faint glimmer of dawn to twilight dusk.

Thus, for six never-to-be-forgotten years, lasted the tug and tussle, so grim and so unrelenting, until the bread-winning problem no longer embittered his existence and the hope of accumulating a handsome fortune seemed assured. Once more he was lifted above sheer want and hand-to-mouth living. With health miraculously regained, a small bank account, and several fruitful sources of income, he rose again into an atmosphere more congenial to his spirit and genius, his pen becoming famous editorially, and his long-silent lyre breaking forth into melodious epigrams and popular poetry. He purchased one-half interest in the *National City Record*, and as its editor his style of verse and prose soon ranked it easily among the very best literary outputs in Southern California journalism. Wonderful it was, indeed, to see him, whose name had been sably framed and draped in obituary crape, once dead, buried and forgotten, rise, phoenix-like, from the ashes of martyrdom and financial ruin, a willing oblivion, and stand forth in his gray locks, like a buoyant youth. Fortune beamed with blandest radiance, and smiles of flattery and welcome greeted him on all sides.

Perched on this crest of triumph and jubilation, he returned to San Francisco, the scene of his former laurels and sorrows, and joined his young, talented wife whom he had espoused in the heyday of his new fortune during the swell and flourish of the San Diego boom. The very scent of nuptial orange-blossoms was still lingering about the pair, when alas! by the treachery of a trusted friend who held a power of attorney, and the sudden collapse of the San Diego boom,

he was outrageously robbed of nearly every shred of his accumulated property, and his full-orbed honeymoon shot into depths of terror and chaos. Once more he stood like a lightning-riven oak, stripped all bare of every bough and leaf.

For the next three years we find him, in still unvanquished might, facing all sorts of hard knocks and fronting unspeakable drudgery in the line of farming, poultry raising, fruit growing and whatever odd job seemed to promise a cash return.

Meanwhile the incubator business was tried with frail success, then the Tia Juana flood almost wrecked his ranch, then a new-born babe died amid the storm-bound Otay Glens, then three of his ribs were fractured in a buggy disaster, and finally to add to the poignancy and terror of the situation, his old brain trouble began to return, only with keener torment and ghastlier effect than before. At this period, oftentimes he roamed the streets of San Diego in aimless, god-forsaken fashion, penniless, thread-bare and hungry; and crazed almost beyond belief with heart-ache, he sometimes reeled under the hopeless yoke of his many misfortunes while visiting the pawn-shop, and placing his wife and two little boys in the care of the board of supervisors.

How keep the ravenous wolf from the door? How keep his family from becoming almshouse inmates? His friends, knowing his literary habit and treasure trove, urged him to publish a volume of his verse gems, and hence by dint of indefatigable travel to teachers' institutes throughout the State, and the sympathetic aid of eminent educators, "Sunbeams and Shadows," was issued in 1892, in octavo edition. Only, however, through Prof. John Swett's pecuniary assistance was the printing of the book at all rendered possible; and to Prof. Silas A. White, and President David S. Jordan, of Stanford University, and P. M. Fisher, editor *PACIFIC EDUCATIONAL JOURNAL*, and Mrs. Parkhurst and Mrs. Sarah B. Cooper, and Ambrose Bierce, belong no little credit for timely help in the way of practical sympathy and warm, inspiring commendation of the work.

Have you read the "Sunbeams and Shadows," in which hill and dale, river and purling rill, cloud-rack and star-gleam, roseate morn and purple-tinted twilight, and the unchanging] passions and loftier longings of the human heart are faithfully and delicately pictured with the fire and charm of lyrical directness and the zest of face-to-face reality? His muse is marred by no desolate Byronic dandyism, or queer quirks of expression, or by Browningesque obscurism, or finical, archaic phrasing, or theatrical posing, but is pure, simple, chaste, elevat.

ing, dowered with the genius and power of making homespun events shine with the nimbus of sacredness and distinction. Other bards may possibly surpass him in philosophic range, or in variety of theme, or in magic and music of words, or in Keatish perfection of haunting form and sensuous coloring, but none smack more distinctly of local flavor or touch more firmly that profound and tragic element which underlies humanity's unvoiced cry of pain and aspiration.

Since his life and history has panted and thrilled with the throb of the universal experience of the race, his sensitive lyre has caught the secret of elemental humanity, and so pulsates in kinship with the whole gamut of man's sorrows and hopes. In these respects the book itself is an epic.

Never allowing a day to pass without a line of prose or rhyme, his literary stores are large, and enough unprinted, but type-written, manuscript is hoarded to fill two volumes, which distinguished critics freely say are meritorious enough to adorn a place in every public and private library, and render the author's name immortal. White-haired and bent, his poetic harp-strings still vibrate to his deft, unerring master-touch, and yet bid fair to produce some of his best verse and most liquid melody. Surely in this land of gold it is cause for no little regret that an eminent public servant like J. C. Pelton should, in his helpless and wretched closing days, sink into the grave in dire and inexcusable neglect. May his declining years be crowned with deserved recognition, so that his last few tottering steps may be cheered and blest with the surroundings of, at least, some few rays of Arcadian sunshine and sprays of fitting flowers.

Indian Training of Children.

Much has been said about Indian children's "instincts." To be sure, we inherit some of the characteristics of our ancestors, but the greater part of our faculties we had to acquire by practice. All the stoicism and patience of the Indian are acquired traits.

My uncle, who educated me, was a severe and strict teacher. When I left his tepee for the day, he would say to me, "Hakada, watch everything closely and observe its characteristics;" and at evening, on my return, he used to catechise me for an hour or so. "On which side of the trees is the lighter-colored bark? On which side do they have most regular branches?" It was his custom to let me

name all the new birds that I had seen during the day. I would name them according to the color, or habits, or the shape of the bill, or their song, or the appearance and locality of their nest,—in fact, anything about the bird which impressed me as characteristic.

We went much deeper into this science when I was a little older—that is, about the age of eight or nine years. He would say, for instance, "How do you know that there are fish in the lake?" "Because they jump out of the water for flies at midday." He would smile at my prompt but superficial reply. What do you think of the little pebbles grouped together under the shallow water, and how came the rivulet-like and pretty curved marks in the sand under the water, and the little sand-banks? Where do you find the fish-eating birds? By the fishless water? Have the inlet and the outlet of a lake anything to do with the question? He did not expect a correct reply at once to all the voluminous questions he put to me, but he meant to make me observant and careful in studying nature. * * *

With all this our manners and morals were not neglected. I was made to respect the adults and especially the aged. I was not allowed to join in their discussions or even to speak in their presence unless requested to do so. Indian etiquette was perfect in these respects, and I am glad to say that it is still observed by some. We were taught generosity to the poor, and reverence for the "Great Mystery." Religion was the basis of all Indian training.—DR. CHAS. A. EASTMAN, in *St. Nicholas*.

METHODS AND AIDS.

A Valuable Scrap-Book.

BY A. L. NORTON, FARMINGTON, CAL.

I wish to present to the readers of the JOURNAL a few hints in regard to scrap-book making, which, though it may be nothing new to some of its readers, may contain something of practical use to others.

A scrap-book intelligently made will be found to be one of the most interesting, as well as most valuable, of books, and if some of my fellow-teachers will put in a little spare time in its making, they will find it an extremely fascinating pastime. I do not have reference to

those scrap-books containing declamations and recitations, or to those made up of fancy cards, so much in vogue among the younger generation, but to one which shall contain biographical sketches and interesting personal anecdotes of great men and women of all times and countries; or, it may be, instructive facts relating to some branch of natural history, philosophy, or other science. Now it should not be made up of miscellaneous matter, miscellaneous thrown together, but should be confined to one particular subject. Suppose, of instance, that we limit our first book to "Prose Authors of the Nineteenth Century,"—a subject which I dare say will be as frequently and as profitably chosen as any.

Having chosen our subject, the first thing to be done is to set about collecting material. Secure a strong paste-board box (a shoe box will answer), and whenever you see anything in regard to a distinguished prose writer of the present century, cut it out if possible, being careful to retain the "rule" which marks the end of the piece, and place in the box for safe-keeping. Tell your friends what you are doing, and request them to save for you any printed scraps or engravings pertaining to the subject.

Old files of the *Youth's Companion*, *Harper's Weekly*, *Golden Days*, or *Ladies' Home Journal*, will furnish abundant personal anecdotes and often portraits and autobiographical sketches, while in back numbers of the *Century*, *Cosmopolitan*, *Review of Reviews*, *Scribner's*, *Harper's*, *Arena*, *Overland* or *Californian*, may be found many a desirable engraving. The publishers of some of the above-mentioned magazines will furnish at small cost, good-sized and excellent photo-engravings of well-known modern authors, while publishers' catalogues and some old worn-out books will afford smaller portraits in abundance. Where possible, several pictures of the same author should be secured, illustrating different periods of life from childhood to old age. Duplicate copies may be exchanged with some friend who is making a similar collection. Thus, in a very few months, sufficient material will be at hand to more than fill your scrap-book.

Now for a book suitable to your purpose. Any good book-store will furnish one for 75 cents to \$1.25; or, if you do not wish to go to that expense, any old bound volume will do, provided the pages have a wide margin, and the printed matter can be covered by two or three widths of ordinary newspaper clippings, the margins to be used for notes or any data concerning the subject in hand.

If an old printed volume is chosen for the scrap-book, first cut

out at least two of every three pages, so as to keep the book from becoming too thick for its cover, as will be the case if some of them are not removed. Having provided some flour paste, which is better than mucilage, or what is preferable to either, some "photographer's paste," and two soft cloths (one to apply the paste and the other to smooth the clippings after inserted), we are ready to begin pasting.

First, let us choose a good-sized portrait of our author, and give it a prominent place at the top of the page. Some may think best to place the engravings in a section by themselves, or even in a separate book, but personally I prefer them interspersed among the sketches themselves, each in its proper place, as they seem to beautify and lend an added interest to the page. It is, however, simply a matter of taste.

Next, after the large engraving above referred to, should come a short life-sketch, to be followed by a critical essay or characterization upon life and works. Portraits and sketches of wife or husband should not be omitted, after which may come any number of short, personal anecdotes. I would not advise inserting any of our author's writings, unless it should be something pertaining to his own life or works.

One who has plenty of time and a taste, as well as an opportunity, for it, could make a number of scrap-books covering a great variety of subjects. With this purpose in view, it would be best to purchase a number of uniformly bound scrap-books; each one of these to be devoted to a separate subject. Several volumes could be made up of the poets of different periods, each volume representing a distinct period. The lives of our statesmen, generals, reformers, inventors, musicians, artists and educators, will furnish material for many an interesting volume, to say nothing of men of like distinction of foreign countries. A decidedly unique and attractive book would be one made up entirely of accounts of the life and deeds of eminent women.

Thus with scissors, paste and patience, and an old bound volume or two, may we each day turn a few otherwise idle moments into interesting and profitable employment.

Our Many-Sided Dictionary.

SAN FRANCISCO, September 14, 1894.

MY DEAR MR. FISHER:

In the article enclosed I try to give some hints as to the fuller use and appreciation of the dictionary—the bible of our schools. I would see it removed
u its almost solitude as an oracle and a law-giver, to a closer companionship,
a keener sense of its merits.

Thus, I dwell upon its pictorial, historical, national and philosophical character, as appealing to the imagination and patriotic instinct.

To cultivate closer companionship, I suggest some exercises in the discrimination of words; not from French, etc., but from the original text. Also sketches made up in part, selected from its columns. I hint at its being the true source of an enlargement of one's vocabulary, and, incidentally, that of society.

Of course, these offices apply more to larger pupils.

JNO. T. WICKES.

Mounted on tripod in the school, it is treated as an oracle in spelling, pronouncing and defining. But let us get nearer to it, and it leaves its dignified solitude to minister pleasure to closer scrutiny and our leisure hours. It has a

COMPLETE PICTORIAL CHARACTER.

Use it as a kaleidoscope. Turn it, and it reveals nature, many-hued, many-sided, scenic and mosaic. Sky, sea, mountain, hill, valley, plain, forest; falling, flowing and tranquil water are revealed.

In the world of art it is more varied in form and color than are the "stones of Venice," because "the greater includes the less." Here statuary has enduring forms, and music and poetry forever breathes. Here painting lives ever in symbol and expression. Theology unrolls the ample scroll that casts the horoscope of man. We have seen at eye how star after star comes forth in solemn beauty to remind of other worlds; so, science in succession, spangles the page of this mirroring book; Philosophy, science of sciences, casts upon it her reflections. In the kinetoscope figures of this book we see "Vanity Fair," the hopes, cares, aims, achievements of men; we see the tears, hear the songs and laughter, and sum up the gaieties and gravities of our kindred. How the volume has grown since we first walked with it and Dr. Johnson down Fleet street! The spires and domes that then hung in fog mid air have since been better realized, and, with the city of London, has grown this mighty tongue, the glory of the Anglo-Saxon traditions and race. This brings us to the appreciation of its

HISTORIC CHARACTER.

We will find on its pages the hieroglyphs of Egypt; the alphabet of Phoenicia; the mathematic symbols of India; the theologic scroll of Judea, casting the horoscope of man; the classic inscriptions of Greece, with its heroic frieze of the Iliad and Via Deorum; and the laws, jurisprudence and arms of Rome. We walk, as it were, through an ancient fane or cemetery, and read the records of shafts, tablets

add memorial stones. Here, deeper down in philosophy, covered up in stratum after stratum of epochal revolutions, are fossilized words to repay the research of philologist or antiquary. Growing more and

MORE NATIONAL,

This book has taken the stamp of the ages of Alfred, Chaucer, Elizabeth, Anne and Victoria in letters and poesy. It has been marked more and more by an increase of freedom to the subject and to the nation at large. We treasure words handed down to us by priests, sages, warriors and statesmen; words once resonant in kingly hall, in parliament, at council board, and at courts of law; words cowled, helmeted, laureled and bewigged, while we glory in those more befitting our republican institutions—the tasseled corn upon the mountains. Nor do we shrink from the homelier phrase of Darby and Joan, which shall go down with the conquering tongue of our race, to subdue all, as Hugo eloquently predicts of it.

From the realm of sentiment, we pass to some of those practical uses of this book, often slighted or overlooked.

DISCRIMINATION OF WORDS

of a kindred character, thought Daniel Webster, was one of the chief uses of the dictionary. He spent much time in this work, and became a master in selective power. The student may copy after him in the comparing of kindred and opposite words, and in the classification of specific under generic terms. Take the nebulous or generic Saxon word *sun*, to emit rays of light. In its luminous cloud, we resolve a swarm of shining, specific terms. We have in use *dazzling sun*, *bright moon*, *shimmering water*, *sparkling dew*, *scintillating frost*, *twinkling gem*, *glossy plumage*, *lustrous satin*, *twinkling star*. Light, in the uses of these descriptive words, passes through different intensities of shining, and implies different rates of motion, pleasing to mental association.

THE KEY.

The first letter, *A*, in this book stands out in its unequaled unity—the golden key to the portal of the Aryan tongues. It asserts the unity of each and every thing. In the logic of mathematics it for unity. Of it every integer is a multiple, and every fraction is. It is the initiative of a deep philosophy. Under it we may words that may be used in a kind of charcoal sketch or

COMPOSITION.

to-wit: "Arnold abased himself in the eyes of all the world by his abortive attempt to sell his country. He abdicated honor and former distinction by abjuring loyalty to abet oppression. Abashed at failure, he soon realized that he was abhorred by his countrymen, and abominated by those to whom he would have betrayed them. He died with an abiding sense of his abject abasement."

The dictionary should be used, not only in discrimination and selection at proper intervals, but as the primal means of enlarging one's

VOCABULARY.

Its fulness of expression is not realized in society as it will be when education is more generally diffused. Hence, a speaker is advised to use "The pure well of English undefiled." Now this suggests that the copiousness of the book is an incumbrance. This should not be, for its copiousness is needed to fill the demands of an advancing civilization. Pure Saxon words are limited, and largely generic in meaning. We need, and we have compound and derivative words to express those finer shades of thought that are of continual birth in a growing civilization. The Latin and Greek, being dead as to original ownership, happily furnish us the means to thus enlarge our language. Lincoln said he never hesitated in public speech to throw out such words, as the context of his speech enabled the multitude readily to understand them.

A long word leads the auditor to dwell upon it, when the speaker intends it. Such words often contain in themselves a long phrase. *Refulgence* means shining again and again. *Repercussive*, repeated strokes. Milton knew how to handle such, and his poem has in it more different words than any writing extant of the same gross number of words. The instructor has the opportunity to make the dictionary more useful, and more the means of pleasure to his pupils and himself by investing it with its true light.

JNO. T. WICKES.

Literature for Babies.

LETTER FROM A TEACHER.

Dear Editor: I wonder if the experience of any other teacher has been like mine, in giving to the children the popular myths and legends that are now regarded as the proper literature for children.

"The children *like* them!" O, yes. But I find they like them just in proportion as they are startling and thrilling, and that they grow restless under them just in the degree in which they become reasonable and probable. That is just where the trouble is. The child's imagination grows in advance of the stories themselves and demands far more murders and more horrors than even the myths themselves can furnish.

It seems to me it is similar to the way in which the alcohol fever grows on the human stomach. There may be a dilution at first, and a small quantity may meet the craving; but little by little the quantity must be increased and the strength in proportion, to meet the ever increasing demand.

Now I do not believe that any reading is good for children that makes a simple, unexciting story of daily life seem flat and unenjoyable afterwards.

Let us take the time-honored, Little Red Riding Hood. This has been considered as proper diet for children since girls, red hoods and wolves have existed.

The children listen with their hearts beating faster and faster, while the wolf gains admittance to the grandmother's house; then—O, delightful!--the wolf eats the grandmother! The listeners are now bloodthirsty for another eating scene and hold their breath while Red Riding Hood goes to the bed to talk to the supposed grandmother. Every step toward the approaching tragedy is deliciously frightful, and when the fateful words, "Better to eat you, my dear," bring the thrill of the expected ending, the swift arrow of the huntsman dealing death to the wolf is an unwelcome interference and a positive disappointment to the wrought-up audience. The open-mouthed little children come back to earth again and to the every-day affairs of life with a decided unwillingness.

Why do children plead for this story generation after generation and never tire of it? Leave out the danger and horror of it and little Red Riding Hood might be as amiable and hind hearted in carrying nice things for her grandmother to eat, but the nineteenth century little children would never trouble themselves about her. She would be altogether too unexciting to "draw."

Again I have seen Perseus given in a list of desirable stories for *first year* children.

This young man is sent out for the head of the Gorgon Medusa, a "most strange and terrible monster that had ever been since the

world was made. Instead of locks of hair it had a hundred enormous snakes on its head, all alive, twisting, wriggling, curling and thrusting out their venomous tongues, with forked stings at the end! Their bodies were all over scales and they had splendid wings that shone like pure gold as they went flying about in the sunshine." (Hawthorne).

At this stage of the story every shy little child who is afraid to go to bed in the dark will be brave enough in the day-light and with others about him to be ready to exclaim excitedly, "O! what a lovely story! Tell us some more! Did he get that dreadful head?"

Now an ignorant nurse would be dismissed from service for telling children anything that approached this in horror, and is it any better because it is a *classic*?

But wait till the dark really comes and these little children who have been properly instructed in classic literature at school,—what vision presents itself then? Is a Medusa head with a hundred snakes curling and twisting a desirable thing for a vision just as they are to go away alone to sleepland?

Does any teacher think I am exaggerating this matter?

Let her try to follow that story—even the next day—with a pure simple little story of children out in the fields with trees, and brooks, and butterflies, and have nothing strange or exciting happen to these children for an over-stimulant to the imagination and see how long it will "hold" the children! They will nestle about while she is telling it and invariably end up by asking you to "tell the other one again."

Now, dear editor, am I the only teacher to see and feel the danger in this rage for classic myths and legends that has taken possession of everybody?

We are overdoing it—this literature for children. We are not discriminating. "All we like sheep have gone astray"—yes, just like sheep; first one starts off and all the rest follow. It seems to me it is time to stop and think.

Yours for simplicity,

RACHEL REXFORD, in *Primary Education*.

Reading.

BY BELLE MITCHELL, STOCKTON, CAL.

How shall we teach reading so that the best it has to offer may be made available to the reader?

There must inevitably be much that is mechanical in the process of word learning, but the farther the effort at thought-getting can be separated from a tedious drill on words, the more successful will be our efforts to make intelligent readers of our pupils.

Although ours is not a purely phonetic language, yet a foundation for word-learning may be laid in the primary grades by a systematic study of phonics.

When pupils become advanced enough to study for themselves, the teacher should be very careful that all the words of a lesson are learned by the class before the lesson is assigned. Each teacher would, of course, have her own device in managing to have this done.

A list of the new words whose sounds are known by the children might be written on the board. For busy work the children could copy these and mark their sounds. They should then be read, that the teacher might have an opportunity of seeing that the children are correct in their pronunciation. They might find these same words from a mixed list written on the board.

Words that are beyond their ability to learn may be pronounced by the teacher, and their meaning explained. The children may then use them in stories of their own, or they may copy them according to the initial or final letter, putting those that begin with a stem letter in one group ; those that end in *ing*, *d*, or *ed* in another ; or grouping those that end in silent *e*, according to their syllables, and in various ways. Thus the list may be made a means of cultivating the power to classify ; it may become a language, a writing, and a spelling lesson.

When the words are all well known, the reading lesson may then be given for study. The children may be told that it is a story or a poem that we should like to know about. They find out what it is, and tell it as it is told to them in the book, and also in their own way without the book. We should make them feel that they have something to tell us, and that they must make us understand all about it.

As another means of securing the same drill on words, the teacher composes some little story, containing the unknown words, reads it to the class, and has it reproduced from memory. The new words are, of course, written on the board for their use in writing. The stories are then read by the class.

The lessons suggested here are not intended as types, far from it ; but merely to illustrate the point, that the mechanical processes may

be taken away entirely from the reading lesson proper, thus leaving the child unhampered in his efforts to get at the subject matter of what he reads.

Spelling of Geographical Names.

The United States Board on Geographic names has adopted for guidance, in determining the official form or rendering of geographic names, the following principles within the United States:

1. That spelling and pronunciation which is sanctioned by local usage should in general be adopted.
2. Where names have been changed or corrupted, and such changes or corruptions have become established by local usage, it is not in general advisable to attempt to restore the original form.
3. In case where what was evidently originally the same word appears with various spellings, sanctioned by local usage, when applied to different features, these various spellings should be regarded as in effect different names, and as a rule it is inadvisable to attempt to produce uniformity.
4. Where a choice is offered between two or more names for the same place or locality, all sanctioned by local usage, that which is most appropriate and euphonious should be adopted.
5. The possessive form should be avoided whenever it can be done without destroying the euphony of the name or changing its descriptive application.
6. In all names ending in *burgh* the final *h* should be dropped.
7. In all names ending in *borough* this termination should be abbreviated to *boro*.
8. The word *center* as a part of the name should be spelled *center*, not *centre*.
9. The use of hyphens in connecting parts of compound names should be discontinued.
10. The letters *C. H.* (court house) as part of the names of county seats should be omitted.
11. In the case of compound names consisting of more than one word, it is desirable to simplify them by uniting the compound parts.
12. It is desirable to avoid the use of diacritical charity.
13. It is desirable to avoid the use of the words *city* and *town* as a part of names.

NORMAL DEPARTMENT.

San Jose Department.

HELEN SWETT	Editor in-Chief
WILFORD COLEMAN	Business Manager
NELLE FOSS, ESTELLE HOUGHTON	Literary
SARAH HIGBY, LILY SECREST	
LOU HELLMUTH, MARY CROSS	
ANNIE FLOYD, BERTHA JOHNSON	Pedagogical

The class which entered the San Jose State Normal three years ago found what seemed to each one a wonderfully well-equipped school. There were experienced instructors in most of the High School branches; in Manual Training and various lines of professional work besides. Rooms had been set aside in the basement and on the first floor to maintain a miniature grammar school in which Normal students might put theory into practice by teaching classes of their own. There was a large library in a small room, and a museum which some of us never saw until we were Middlers.

There was no word of dissatisfaction anywhere, but the thoughts of Professor Childs, Mrs. George, and Mrs. Wilson were reaching ahead prophetically to a better state of affairs. The most pressing need was for more room for the Training School. Professor Childs, on his Eastern trip, and Mrs. George, while in England, made a special study of school buildings, and were thus enabled to make valuable suggestions to Mrs. Wilson, then Training School principal, who made the first rough drafts of the plans which, by September, 1891, were accepted by the Board of Trustees and also the authorities at Sacramento.

The building consists of two stories and a basement, with an assembly hall and eight recitation rooms on each floor. It could, if necessary, accommodate 350 to 400 pupils. The ventilation system, like that recently put into the Normal proper, insures an abundance of fresh air at all times, that supplied in winter being warmed to the proper temperature. Its perfect adaptation to its use alone makes it a beautiful building. The children who attend are unconsciously made

better by it, and the student teachers cannot but be stimulated to their best work by the inspiration which comes from harmonious surroundings.

When the Training School moved into its new quarters, the Normal was not slow to fill up the space thus left. The Museum was moved from the third story to the first, where the exhibits, valued at several thousand dollars, were so placed as to leave ample room for the classes which are taught by the Curator how to mount specimens for study with the microscope.

At the same time the Library was given a large, well-lighted room, in which five thousand well-selected volumes were so placed as to give the students free access to them at any hour of the day. There are now at hand all the leading newspapers and periodicals, literary, scientific and professional. One of the teachers just back from the East says of our library: "It compares favorably with those of the best universities and colleges in the East, and is superior to any other Normal School library in the United States." Statistics show it to be one of the most faithfully consulted libraries in the country.

Each year finds Physical Training more and more prominent in the course. Several of the Faculty have taken special work in that line at Stanford's within the year, and one of these, Miss Cozzens, has charge of the work now. Two study periods per week in Junior and three in Senior are devoted to exercises without apparatus, while \$300 is to be spent from time to time for simple appliances.

There is as yet no room of adequate size for the work, but our principal has in mind a gymnasium of novel sort, one, in fact, which would be practicable in few States but our own. He would have several acres fenced in securely, a track laid for running, a central plot for out-of-door games, and at one end a building a hundred feet square, entirely open on at least two sides. Such would certainly be an ideal exercise ground, winter or summer.

Some of our good-byes last June were for longer than we guessed. A number of old faces are missing among the Faculty, and we see new ones in their stead. Miss Daniels has taken a position in the Ypsilanti Normal, near her Michigan home. Miss Fanny Schallenberger has left to take up special work at Stanford. Mr. Washburn and his wife are conducting a school which prepares students for Stanford.

Miss Washburn has returned from Cornell, where she has spent five months taking a special course in Zoölogy and Physiology, with work also in Psychology, Sociology and Ethics.

Miss Payne spent a part of her year at the same place, taking English Literature under Professor Corson, also Philology and Ethics.

Miss Walker spent five months at our own State University taking a course in Pedagogy and General History. She was able, in addition, to attend several institutes, and many of the Midwinter Congresses.

Manitou, Colorado, has evidently done its best for Mrs. Wilson, for she is among us again with many a tale to tell the amateur geologist about the wonderful changes nature is working in the mountains there.

Mr. Daly, the new teacher of Algebra, Geometry and Bookkeeping, comes from Des Moines, Iowa, where he was interested in Normal and High School work.

Miss Cozzens spent part of her vacation at Pacific Grove, where she had charge of some of the work of Dr. Wood's summer school of Physical Culture.

HELEN SWETT.

Los Angeles Department.

Editors : (B. F. BESICK,
ELIZABETH SULLIVAN,
(EVA JOHNSTON.

The New Building.

The new addition to the building is 80 x 180, and three stories high. From its commanding situation and the beauty of the exterior, it is one of the most noticeable and attractive architectural features of Los Angeles.

The new assembly room is one of the finest to be found in any school building. It is 80 x 100 ft. in size, and is finely lighted. Twelve hundred people may be seated in the room without crowding.

It will be used for lectures and entertainments, under the auspices of the school, as well as for regular morning exercises.

At either end of the new part of the building are broad staircases, ten feet wide, extending from the lower floor to the third story. These, together with those in the old part, make four exits from every story, and leave no chance for crowding in moving from one part of the building to another.

There are forty-five class-rooms and recitation rooms devoted to the Normal and Model School Departments. Besides these are a large museum room on the fourth floor; a library room, 65 feet long, with a gallery on one side, and capable of holding twelve thousand volumes; large public and private offices for the principal; a pleasant reception-room, connected with a large office, for the preceptress; an office for the teacher of Pedagogy; an office for the principal of the Model School; laboratories for Biology, Physics and Chemistry; large, airy, and well-lighted and well-ventilated cloak-rooms and closets, and all the other conveniences necessary for a Normal School building. It is designed to accommodate five hundred students, and an equal number of children in the Model Department.

The new building is heated and ventilated by the fan system, which gives to each student twenty-five feet of fresh air every minute. It is expected that the system will be extended into the old part of the building during the coming year.

Nearly all of the rooms in the building are connected with the principal's office by a system of electric bells and local telephones. There is also a master programme clock in the office that regulates a dial in the several rooms, thus making the time uniform. The Normal building is to be connected with the gymnasium by a covered bridge, extending from the second floor of the former to the gallery of the latter, thus making it unnecessary to be exposed to the wet or to the heat of the sun in going from one to the other.

On Friday evening, September 21st, a reception was tendered the new students by the Senior and Middle classes. The new auditorium was lighted for the first time, and, with its tasteful decorations, presented a beautiful appearance.

After a few appropriate remarks by Professor Pierce, Mr. Meyer, of the Senior class, delivered an address of welcome, which was ably answered by Mr. Hill, of the Junior class. The Young Ladies' Quartette furnished the music. Professor Dozier then spoke of the close relation existing between teacher and pupil. These remarks closed the literary part of program.

Then, through an ingenious little method devised by one of the young ladies, all proceeded to form new acquaintances, and thus a very pleasant, social evening was spent.

It is the intention of the faculty to bring before the school, from

time to time, prominent speakers who will interest the students in scientific discoveries, in history, and in literary work.

On October 2nd, Miss Ida Benfey is expected to read either "A Tale of Two Cities" or "Les Miserables," both of which have been dramatized by the young lady herself.

A botany excursion to San Pedro is planned under the auspices of the botany teacher, Miss Merritt, who is anxious to secure a good supply of sea mosses for laboratory work.

We have just received the sad news of the death of Miss Mary Lathrop, the lady engaged to take charge of our Sloyd department. Miss Lathrop was educated for her profession in Sweden, and was exceptionally well qualified for her work. She had just begun her duties when she was stricken with typhoid fever. Her death is as sad as it was sudden, for although her career with us was short, all who knew her had learned to respect her.

PHYSICS.

The Department of Physics in the Normal School has received much attention, and been greatly improved this year. In addition to the recitation room, there is a new Physical laboratory, which is supplied with nine tables, at which the pupils experiment four periods a week. Each table has the apparatus needed for the experiment assigned to that table for the day. When the four pupils who are at Table I have completed the first experiment, they move to Table II, and perform the second; or if the pupils at Table II have not finished, those from Table I move to the next vacant table; and so on, until all the experiments have been performed, and conclusions drawn. The fifth period of the week is spent in the recitation room, where all mistaken ideas are corrected, and a summary is made of the important facts which have been proved by experiment.

After these experiments have been reviewed in class, they are carefully written in note books, for the inspection of the Faculty of the school and the State Board of Education.

Some very good pieces of apparatus, such as levers, wedges and screws have been made by the pupils, and the girls have proved themselves as capable in carpenter work as the boys.

Professor Shults, the teacher, aims to develop the thinking powers of the students, and thus enable them to reason. He has aroused among them great interest in the work, and, under his careful instruction, they expect to make rapid progress.

PROFESSIONAL.

Finding that the work of administration required much of his time, Principal Pierce was desirous of finding a strong man for the Department of Psychology and Pedagogy. During the summer Dr. F. B. Dresslar was appointed to that position. It is his intention to make the work in Psychology, as far as possible, experimental. The delicate and costly apparatus for the department has not been furnished as yet, but a special room will soon be supplied with material for individual investigation.

In the new curriculum, the study of Psychology is introduced in the Junior year, and continues throughout the entire course.

At present the Senior class is using James' Psychology as a basis for study, together with John T. Prince's "Methods of Instruction and Organization of the Schools of Germany." The work each day consists of a lecture by the Professor, in which are introduced such experiments as are practicable with a large class; also some member of the class gives a synopsis of the work gone over on the previous day.

The interest manifest by the students is evidence of the deep impression made by the study of the subject.

California State Normal School, Chico.

The Chico State Normal School commenced its eleventh session September 4th, with flying colors and with every indication of verifying the truth of the time-honored saying—"The last is the best."

The building has been thoroughly renovated, the wood work re-oiled and polished, and the mathematical classroom's blackboards finely re-slated.

Physical culture is the new innovation of this year over which the students are becoming very enthusiastic. For this purpose a well apparatused gymnasium has been fitted up with all the modern appliances which tend to success in this line. Here, under the wise and capable instruction of Miss Parmeiter, all the students indulge daily in healthful exercise. The young ladies have adopted a comfortable and becoming costume. The reign of the athletic maiden may be said to have begun.

The Normal counts sixty-two new students, a total enrollment of two hundred and nine. The largest term's enrollment up to date, be-

ing an increase of twenty-seven over the registration of last year. A senior class of fifty-seven are en route for diplomas.

The Model School enrolls one hundred and sixty pupils, being an increase of thirty in the grammar department, and twenty-five in the primary, over any previous enrollment. A new piano has been purchased for the use of the Model School.

Geographically considered, from Shasta to San Diego come our Normal students. The southern counties have sent many representatives. All of the counties of northern California are represented, with but one exception. Central has sent a large proportion, even one from the very shadow of the San Jose school. The new students are by a large majority High School graduates, and one comes from the San Francisco Normal. Thus it may be inferred that the excellence of the Chico Normal is being felt and appreciated abroad. Teachers and students have returned to work with renewed vigor and interest. Tasks are happily performed, and the institution never stood upon a more successful basis.

The Alpha and Adelphas, hitherto rival literary societies, have combined talents and resources. They opened the social season with a reception Friday evening, September 21st, tendered to the new students.

The Normal Lecture Course which has for the past three years been a source of so much pleasure and profit, will offer many new attractions for the coming season. The program will include the best talent the State can afford. General Chipman will deliver the opening lecture on the evening of Lincoln's birthday, on "Personal Reminiscences of Lincoln." Gen. Lew Wallace will, if possible, be secured for an evening in October.

For the first time in its existence death has made a vacant chair in the official ranks of the Normal. Major J. S. Cone, of Red Bluff, who for three years past has been a valuable and interested member of the Board of Trustees, passed out of a life filled with good and useful deeds in the early days of September. His place is to be filled by his life-honored friend, Gen. N. P. Chipman. W.

Still, through our paltry stir and strife,
Glowes down the wished ideal,
And Longing moulds in clay what Life
Carves in the marble Real !

To let the new life in—we know
Desire must ope the portal;
Perhaps the longing to be so
Helps make the soul immortal.

SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.



SAMUEL T. BLACK.

SAMUEL T. BLACK, Republican nominee for State Superintendent of Public Instruction, is of Scotch Presbyterian stock. He was educated and received his training as a teacher in the English schools. He came to California from Wisconsin in 1868, and received his first certificate to teach in this State from Isaac Upham, then superintendent of Yuba county schools. He taught the Indiana Ranch and the Camptonville schools, and then removed to Chico, Butte county, where he was first assistant, then principal, and afterwards was appointed County Superintendent of schools. He served as principal of the

Susanville, Lassen county, school, and also in Hollister, San Benito county. He was principal of the Tompkins and the Durant school in Oakland, and removed to Ventura on account of the delicate health of his wife. As principal of the Ventura schools he organized the first high school there. In 1890 he was elected County Superintendent, which position he is ably filling. Mr. Black has always been a consistent Republican, but has kept his school work and politics widely separated. He has a son twenty-two years of age, in business in Oakland, and a little five-year-old daughter with him in Ventura.

CHARLES S. SMYTH, the Democratic nominee for the office of



CHARLES S. SMYTH.

Superintendent of Public Instruction, was born in 1835 in Smyth county, Va. When he was 17 years of age the family moved to California, settling in Sonoma county. Young Smyth attended the public schools of this county for a time, and then entered the Pacific University, Santa Clara county, from which institution he was graduated in 1859 as valedictorian of his class, taking the degree of A. B. in that year, and the degree of A. M. in 1863. He taught his first school in Napa county, being engaged in public school work for sometime in that county and Yolo. From 1862 to 1877 he was professor of

Mathematics in the Methodist College in Vacaville and Santa Rosa. In 1877 he was called to the principalship of the public schools in Healdsburg, Sonoma county. Here he remained till January, 1880, when he resigned to enter on his duties as Superintendent of Schools in Sonoma county, to which position he had been elected in September, 1879. In 1882 he was again elected Superintendent of Schools on the Democratic ticket, retiring from that office in January, 1887. He had been three times the unanimous choice of his party, but in November, 1886, he was defeated by the Republican candidate. Soon after retiring from office Mr. Smyth was elected principal of the San Rafael High School, which place he held for six years. In 1893 he accepted the position at Hollister, where he is now at the head of the public schools. He has been a member of a county board of education since 1875. Mr. Smyth is an enthusiast on the subject of popular education, is a good scholar, a genial gentleman, and has hosts of friends of all parties in the various sections of the State in which he has lived and labored.

NOBLE ASA RICHARDSON, the nominee of the Populists for Superintendent of Public Instruction, was born in Canada 36 years ago. His father, a farmer, was a citizen of the United States, and his grand-parents for some generations were of and for our own America. When a child of six years he lost both parents. At eleven, in charge of an older brother, he moved to De Kalb county, Ill., and in 1870 to Wilson county, Kan. Mr. Richardson says, in speaking of some of his experiences: "I know nothing of what may be termed the 'easy modes' of life. I was trained to toil from my

earliest recollections. At fifteen I was made 'my own man,' and stood facing the world without one cent that I could call my own. I have been so entirely self-dependent that since that day, except on invitation of a friend, I have not so much as eaten a meal that was not paid for through the labor of my own hands." When seventeen he taught his first school, and at twenty-two stood at the head of the graduating class (1880) of the Kansas State Agricultural College, with the degree of Bachelor of Sciences. In 1882, Mr. Richardson crossed the big hills to the Pacific coast and settled in San Bernardino county. For the past ten years he has worked in the San Bernardino city schools, always as a teacher in the High School, and for seven years of the time as superintendent of all the work. He served six years on the San Bernardino County Board of Education, and has had ample opportunity to become familiar with the working, the strong points and the defects of our great school system. His nomination was to him a total surprise as he was not even in attendance at the convention that conferred such high honor upon him.



NOBLE ASA RICHARDSON.



ROBERT F. BURNS.

ROBT. F. BURNS, Prohibition candidate for Superintendent of Public Instruction, was born in Boston, Mass. His parents came to California when he was an infant. Mr. Burns was educated in the public schools of Placer county. When he was eighteen years of age he began teaching, and continued in that profession with unusual success till 1887, when he was elected on the Republican ticket Superintendent of Schools of Placer county, a position he filled with marked ability, being one of the most efficient and energetic superintendents in the State. During his

administration he raised the schools to a high standard, and a spirit of enthusiasm was awakened which has never before or since been equaled in the educational affairs of Placer county.

A system of grading was inaugurated. Diplomas of graduation were granted to pupils who completed the required course of study. At the beginning of each year catalogues were issued containing a complete classification of all the pupils in the county. The school libraries were looked after, and books upon methods for teachers and wholesome literature for children were placed therein. The school-rooms were embellished with pictures and plants, and flags were thrown to the breeze from nearly every school-house in the county. No pains were spared to make the teachers' institutes instructive and interesting. The length of term was increased from an average of less than seven to nine months.

Immediately upon Mr. Burns' retirement from the superintendency, he accepted the secretaryship of the South Yuba Water Company, a position which he still holds. He was president of the Placer County Non-Partisan Temperance Association, which led a no license fight in Placer county in 1892; and he stumped the county against the saloons in that campaign; is a member of the Congregational church and the Christian Endeavor Society, and for years has been an active member of the I. O. G. T.

He took an active part in the last presidential campaign, and stumped the Second Congressional District for the Republicans, joining the Prohibition party immediately after that election. Mr. Burns is an eloquent and forcible speaker, and his services as an orator and lecturer are in constant demand. Although at present not actively engaged in school work, he is the holder of a life diploma, and has kept constantly in touch with educational affairs. S.

Platform of the Stockton, Cal., Board of Education:

REQUIREMENTS FOR TEACHERSHIP.

In future the selection of teachers will be governed by their qualifications. The Committee on Teachers and Schools, consisting of E. W. S. Woods, George C. Turner and A. R. Bogue, submitted the following report, which was adopted unanimously:

"In recommending teachers for the ensuing school year, your committee has fully realized the responsibility thereto attached. While the claims of teachers heretofore employed deserve consideration, your committee has not lost sight of the fact that the schools are established for the pupils, and that it is the imperative duty of this Board to select and retain those teachers who, from character, ability, training and natural fitness for teaching, are best qualified to upbuild the characters and train the minds of those placed in their care.

"Your committee submits that this board, in employing new teachers and retaining old ones, should be guided by the following principles, more than by the well-meant, but misguided, efforts of kindly people, whose sympathies are generally with the one unfortunate teacher rather than with the fifty even more unfortunate children.

"First—The work of a teacher of any grade requires an education at least as broad as that secured by the three years' course in the High school.

"Secondly—The work of a teacher of any grade requires of all beginners a course of professional instruction and training such as may be secured by a full course in some Normal school or in the Pedagogical Department of our State University.

"Thirdly—The work of a teacher in any grade requires a reasonable amount of professional study each year in order that the schools may be kept in touch with modern educational thought. In this connection your committee desires to commend the line of professional

study carried on by the principals and teachers of the department during the past year. The effect of the work done is plainly to be seen in the improved methods of teaching now in vogue in the Stockton schools.

"Fourthly—The work of a teacher of any grade requires a reasonable degree of present success in both teaching and governing, and the health, strength, ability and inclination for constant improvement.

"Fifthly—The work of a teacher of any grade requires a thorough knowledge of child life, a sympathy with children, tact in management, an even, kindly disposition, and an earnest effort to bring the school into close and helpful relations with the home.

"Sixthly—The work of a teacher of any grade requires a moral character above reproach, and a social training, as shown in personal manners, habits and dress, that at least will not present a bad example before children.

"Your committee feels that the requirements laid down in the principles enumerated are not too high, if the improvements made in the department in the past year are to be placed on a solid foundation.

"Your committee, believing that good and faithful work deserves recognition, has recommended promotions in all cases possible.

"The members of your committee have carefully investigated the changes made in the course of study during the past year at the suggestion of the superintendent, and believe that our schools have been greatly improved thereby, and that the teachers as a body are to be commended for the earnest, thorough, loyal and enthusiastic manner in which they have taken up the new work and carried it on during the year."

Educational Progress.

While the ambitious towns of California are struggling with reluctant legislatures and courts to secure the privilege of giving their children a high school education, Massachusetts is insisting upon having her towns perform that duty, whether they wish to do it or not. Not a child in the State is hereafter to be deprived of the opportunity to obtain a high school training. Any town which fails to maintain a school of that grade must pay the traveling expenses and tuition of such of its children as seek to improve their education elsewhere. This rule appeals so delicately both to self-interest and to local

patriotism that few towns in Massachusetts are likely to go along without high schools of their own. Those that refuse to establish them will not only have to spend their money away from home, but will incur the discredit of being dependent upon their neighbors for educational facilities.

Massachusetts does not confine her efforts to literary culture. After next year every city in the State of over 20,000 inhabitants—and there are twenty places of that description—will have to furnish manual training in its schools. The regular course of instruction everywhere already includes cooking.

Manual training may possibly be considered a superfluity in Massachusetts, since every Yankee is already supposed to know how to whittle anything out of a shingle with a jack-knife, but the instruction in cooking supplies a long-felt want. When every girl in the commonwealth can send her pie to the breakfast table with the delicate crispness of its undercrust unimpaired by contact with the molasses in its dried apples; when she can soak her fishballs to just the right consistency, bake out every trace of sogginess from her brown bread, and furnish forth a pot of beans that ambushes no peril of broken teeth, statistician will no longer have to struggle to explain why Massachusetts has 60,000 old maids.—*S. F. Examiner.*

Santa Barbara County Teachers' Institute.

The Annual Teachers' Institute convened in the High School building, Santa Barbara, September 17th, Superintendent Thurmond presiding; Principal Roop, Vice-Pres.; Miss Carr, of Goleta, Sec. Professor Brown, of the State University, addressed the teachers on The Future of Teachers' Institutes, Pedagogical Studies, and Moral Training, and delivered an evening lecture on "Three Great Teachers." Prof. T. H. Kirk delivered a lecture on "The Possibilities of the Country School," and one on "The Teacher's Place in the Community." Principal Faber, of Santa Maria, read an interesting paper on "School Etiquette." A paper on "Oral Instruction" was read by Miss Eugenie Thomas. "Industrial Education in Santa Barbara" was a theme well handled by Miss Edna Rich. Miss A. I. Hails read a paper before the grammar and primary section on "Early Education." There were a number of interesting discussions, in which the members of the Institute took an active part. Perhaps the most practical discussion during the session was that on "The Essentials of Arithmetic," introduced by Principal J. E. Hamilton, and further discussed by Principals Webb, Barnum and others.



* * * —————
EDITORIAL.
* * *

We acknowledge receipt of course of study of the Santa Am schools from F. E. Perham, principal of the High School. Also county course of San Mateo, from President of County Board.

So many inquiries have been made as to the vote for Superintendent of Public Instruction in the Republican Convention at Sacramento that we record it here. S. T. Black, 452; P. M. Fisher, 207; J. W. Anderson, 189. Before the result was announced the greater portion of the votes of Mr. Fisher went to Mr. Anderson at the request of the latter. Other changes followed, giving Mr. Black, when the vote was finally announced, over 500. 425 was sufficient to nominate.

WILLIAM M. FRIESNER, late superintendent of schools at Los Angeles, died at his home in Los Angeles, August 1st, 1894. He was a native of Ohio, an alumnus of the Ohio Wesleyan University, and superintendent of the public schools of Portsmouth, Ohio, and Cedar Rapids, Iowa. He was at the head of the Los Angeles city schools for more than eight years, resigning July 31st, 1893, on account of ill health. He was an honored member of the State Teachers' Association and in the conventions of School Superintendents his counsel was always received with consideration. He was fitly called a "safe" public official.

SUPERINTENDENT HOWARD, of Sacramento, sends us specimen promotion blanks, neatly bound, upon which the teacher makes record of all promotions during the year, the grade from and to which promoted, percentage and date. This must be filed in the Superintendent's office before June 30th of each year, the warrant for the last month's salary being withheld until the regulation is complied with. All promotions are made at the discretion of the teacher, except from the highest grammar grade (the eighth) from which grade the County Board examines for graduation. These records are bound annually and kept in the Superintendent's office for public inspection.

THE meatiest thing that has come to us for years is the Report of the Public Schools of Santa Rosa, submitted by Frederic L. Burk, principal. It contains a sketch of the Board's policy; educational principles underlying it; summation of changes in methods; depart-

ment plan of instruction; psychological studies and lectures; remarks on course of study; teachers' club, etc. It embodies the best results of the advanced thought and work in pedagogy as set forth in the labors of Professors Barnes, Brown and W. S. Monroe during the past three or four years. Principal Burk had appreciation, originality, daring and persistence. We find so many suggestive, so many racy things in the report, that we are at a loss to know where to begin to quote and select. We will, however, make a beginning with this number of the JOURNAL. Our only fear is that Principal Burk and his teachers may get so far away from the old way, that the community may object to being distanced.

UNION High School District No. 1, of Alameda County, comprises seven school districts about and including the town of Livermore. The conditions are such as to make a union district not only feasible, but just the thing. A wide valley with its large central town and roads radiating into the hills following the courses of the mountain streams. In each cañon and on the edges of the valley are the little school-houses whose advanced pupils find their way on horse-back and in carts to the high school, which is the pride of the town and region round about. In the Alameda Building of the Midwinter Fair a handsome frame 5 ft. by 3 ft. enclosed superior large photos of the school-houses in the district grouped about the Livermore school—the mother of them all. Exceedingly creditable manuscript and drawings representing the class work of the pupils was conveniently placed upon a large table where all might see. The exhibit was praiseworthy and attractive. To no one did it afford more delight than to the "village" blacksmith, President of the High School Board, John Aylward, through whose energy and pride the display was made.

LOS ANGELES has secured the services of Supt. P. W. Search, whose ideas in regard to individualism in the teaching of pupils received some practical tests in the schools of Pueblo, Colo. Superintendent Search believes that among the weak features of our present school system is a fearful waste of time in the primary grades, where he claims that a great part of the time is practically unoccupied. He instances the old-fashioned country school back East, where there are but four or five months of school during the year, and pupils at twelve or thirteen years of age, ordinarily, are farther advanced in the essentials of an education than are pupils of the same age in the modern graded school with nine or ten months schooling each year. He ad-

vocates the equipment of the schools for a greater proportion of industrial and scientific training, and less of the purely classical. Superintendent Search has received a hearty welcome in California, and we believe that, with the confidence and coöperation of the people of Los Angeles, the educational work in that city will reach a high development along lines that perhaps may lead to a clearer understanding of some of the vexed questions of educational methods.

THE Academic Council of the University of California has recommended for admission for 1894-95, 339 Freshmen to take full courses, 24 limited, and 56 specials. Of the 363 who take full or limited courses, 206 take the course in Social Science; 34 Mechanics; 28 Civil Engineering; 26 Letters; 12 Mining; 4 Agriculture. Of the 56 special students, 15 take the course in Pedagogy; in nearly every case these 15 also take some work in Social Science. Total number of new students, 419, as compared with 303 in 1893, 243 in 1892, and 192 in 1891. Of these 414, 144 are registered from Alameda county; 97 from San Francisco; Los Angeles city, 13; Stockton, 4; Sacramento, Chico, Vallejo, Grass Valley, San Jose, Ventura and San Diego, each 2; Santa Cruz city, 6; Santa Ana, 5; San Rafael, 5; Woodland, 5; Fresno city, 4. From south of Tehachapi, including Ventura, there are 35; from Stockton to Bakersfield inclusive (the San Joaquin Valley), 14; from the section covered by Monterey, San Luis Obispo and Santa Barbara counties, 13; from that portion of the State north of and excluding Stockton, 55. The large proportion from Alameda county may be accounted for in part by the fact that families from other portions of the State occupy houses in Berkeley or vicinity during the University course of members. Real estate men report that there are very few vacant houses in Berkeley.

PROF. CHARLES H. McGREW, educator and author, died at his home in San Jose, Sept. 15th. Professor McGrew was a man of remarkable ability and character, and in his nine years residence in California gained the admiration of the most eminent educators in the State and established himself among them as authority on the deepest subjects in the art of successful teaching. Born April 10, 1856, near Sigourney, Iowa, he received his early education in a pioneer log school-house. At the age of 16 he went to Kansas, where he attended the Wyandotte High School and the State Normal in Leavenworth. After teaching awhile in Kansas he returned to Iowa and entered the State college. In 1876 he entered West Point as a cadet, but becom-

ing incapacitated on account of a severe attack of measles, he was discharged in July, 1877. He then resumed teaching until 1878, when he re-entered the Iowa State College and completed the scientific course, receiving his degree in 1880. His arrival in California was in 1885, he having made the trip to the far West for the purpose of building up his health and because inducements were held out to him in the educational field. He began by making a tour of the institutes, delivering lectures upon methods, psychology and child life, subjects which he had given most careful study. His real worth was fully recognized, and in July, 1890, he organized the California School of Methods for teachers and kindergartners. In this he enlisted the most eminent teachers of the State. As a tribute to his worth and services the San Jose Board of Education named one of their kindergarten schools "The Charles H. McGrew Kindergarten."

THE Board of Regents of the State University have appointed a committee to thoroughly revise the school law, with the hope that the Legislature will pass such revision. We are inclined to the belief that veteran members of this body will look upon such an effort askance. The school law has been "thoroughly revised" at each of the last three sessions of the Legislature. At two of these the revision followed lines suggested by the Biennial Conventions of county superintendents. These suggestions were drawn up in proper form by a committee appointed by the superintendents, submitted to the educational committees of the Legislature, and they became law substantially as submitted. At the session of '93, a third revision was made, which represented a report submitted by Superintendent Anderson to the Biennial Convention of Superintendents, approved by them with some few changes, written out by Superintendent Anderson with some further changes, and under his watchful eye the Legislature, assured that this revision was thorough, complete and "just what was wanted," passed the "Educational Omnibus Bill," and the Governor signed it. It will be conceded that the Superintendents of the State who have to do with the details of the law ought to know what the conditions require. They have been consulted frequently, have expressed themselves freely, have been heard respectfully, and their recommendations have been formulated into law. Has anything been omitted? Did the last full revision fail to revise?

The Biennial Convention this year was called in May, eight months earlier than usual. Have conditions so thoroughly changed since that time as to justify another revision?

To illustrate the care that was taken two years ago with that particular part of the law which refers to high schools: The crudities of the original bill were all brought to Superintendent Anderson's notice. In his official visits to the schools of the State he was made familiar with local conditions. He consulted teachers who were not tax-payers and tax-payers who were not teachers—the childless rich and the poor man ambitious for his children. As a result of this canvass and due reflection and consultation with attorneys, Superintendent Anderson formulated a high school law, and brought a copy before the Biennial Convention. It was submitted to a large committee of his own selection. This committee called in some fifteen or twenty other members of the convention for consultation. The bill representing this labor—these deliberations, became a law. In spite of all this care the bill probably has the one fatal defect of the old law—it is inoperative because of the manner in which the estimate for maintenance is to be made. If the high school law of '91 met with so much adverse criticism, what excuse was there for the defects in the bill of '93?

We would feel like concluding that educational people have no business to attempt legislation, but the disappointing failure of Senator Mahoney's pet "Weights and Measures" bill of '93 assures us that we are not alone. No teacher or superintendent, so far as we know, advocated the Senator's bill.

And now the Regents will try their hand. Are they better fitted to do the work, supposing there is much that need be done? Superintendent Anderson is the only member of the committee who has had practical experience with the common schools of the State. Can he recall any items that were overlooked? He declared when the session of '93 closed that we had a good law. We agreed with him, for nearly all of us were heard in it. He has an opportunity, if this committee attempts to prosecute its work, to put in the very frequent caution, "Let well enough alone." To do otherwise is to acknowledge that he, in common with the school men of the State, don't know what they want, or if they do, don't know how to ask for it.

The Berkeley High School Board has also appointed a committee on school law. Their aim probably is to reach the high school bill. Very slight amendment here is all that is needed, and if the Legislature adjourns having accomplished that alone, the teachers and citizens of the State may feel grateful. An amendment of an amendment to an amendment is clearly out of the range of parliamentary vision. Three successive revisions will arouse suspicion if it does not exhaust patience. "Three times and out," the school boy's cry, may fairly apply to the law that is made for his benefit. The committee will do well to be conservative.

Official



Department

OCTOBER, 1894.

J. W. ANDERSON - - - - Superintendent of Public Instruction.
 A. B. ANDERSON - - - - Deputy Superintendent of Public Instruction.

[State Supt. Anderson has prepared no report for this department of the JOURNAL this month.—ED.]

[The following recent decisions we reprint from the Merced Express.—ED.]:

Where it is necessary, the trustees have power to have a well dug and pay for it out of the school fund. It is as necessary as those suitable out-houses and ornamental trees which the superintendent may require the trustees to provide.

If there is a balance on hand after an eight months' school has been taught, and a well has been dug, a pump purchased and a fence built around the school grounds, these things can be paid for as bills outstanding against the district.

SCHOOL SUPPLIES.

It is not proper for a teacher to furnish school supplies and pay for them out of his own means when the clerk of the Board of Trustees fails to provide them; nor would it be proper for the Board of Trustees to draw an order for a requisition to pay for such supplies. Such action would establish a dangerous precedent.

Apparatus may be paid for out of the county fund after an eight months' term has been maintained. Dictionaries may be paid for out of the county fund after an eight months' school has been taught.

Water for use in the school building may be paid for at any time out of the county fund, it being a necessary supply for schools.

WRITING TABLETS.

The county fund may be used for the purchase of writing tablets for children whose parents are unable to purchase them.

TIME IN SCHOOL TERM.

The time lost by Institute and legal holidays has no connection with the estimate for the eight months in which school must be taught. If a person has taught eight months, including the holidays and Institute week, in the eyes of the law, school has been maintained eight months. It is not necessary to make up loss of time occasioned by legal holidays.

STATE OF CALIFORNIA,
DEPARTMENT OF PUBLIC INSTRUCTION, }
SACRAMENTO, August 7, 1894.

Jos. A. Norvell, County Supt. of Schools—

DEAR SIR: In order to avoid embarrassment to the schools, and to enable dealers to order intelligently, the First and Second Readers of the State school books, just issued, the State Board of Education think it proper to advise those using the books, and those who supply them to pupils, that these books do not correspond in grade to the First and Second Readers of the old series, and, therefore, take their places, book for book. A class that has used the First Reader of the old series one year cannot, in the judgment of the Board, be profitably transferred to the First Reader of the new, which latter is a book designed to be completed in the first school year. Owing to the difference in vocabulary, it may not be practicable, either, to transfer such a class to the Second Reader of the new series, although the book is designed for the second year of the school course. Whether such a class should be transferred to the new Second Reader, or continued in the old First Reader, will depend on its ability, which must be judged separately in each instance.

The Second Reader of the new series, as the Board understands your course of study, will not be found a substitute for any part of the old Second Reader, but is designed to be completed before the year in which the old Second Reader is now taken up. In other words, the First and Second Readers of the new series are intended to occupy about the same period of time heretofore occupied by the First Reader of the old series.

To meet any wants that may arise in passing from the old to the new series, the First and Second Readers of the old series will be kept in stock during the present year, that being the term permitted by law for the transition from books already in use to the new series.

For the greater public convenience, the Board would like to have this information as widely disseminated in your county as practicable.

Respectfully,
J. W. ANDERSON,
Superintendent of Public Instruction.

OUR LIBRARY TABLE.

MAGAZINES.

St. Nicholas for October opens most appropriately with a frontispiece, "Gathering Autumn Leaves," from a painting by William M. Chase. Then follows the usual variety of stories, sketches, poems, and jingles, all of them illustrated.

THE most timely article in *The Century* for October is probably the interview with the Prime Minister of China in the concluding paper of the series "Across Asia on a Bicycle," which has the additional interest of being fully illustrated with half-tones after very unique photographs made by the bicyclers, Messrs. Allen and Sachtleben. A wood-engraving of Li-Hung-Chang, from a photograph sent to the writers by the Prime Minister, accompanies the article. With this interview ends one of the most unique series of travel articles in the history of the modern magazine.

To our readers who are too busy to spend the time required for sifting out the facts bearing on all the important questions of the day—political, social, diplomatic, scientific, literary, or religious—we can recommend no more useful publication than *Current History*. The present number (2nd quarter, 1894) contains 224 pages, is beautifully illustrated from original photographs, and deals with hundreds of topics in all parts of the world. Published by Garretson, Cox & Co., Buffalo, N. Y., \$1.50 a year; single numbers, 40 cents; sample copies, 25 cents; specimen pages sent on application.

AN INTRA-MURAL VIEW, a very artistic brochure, has been received from the Curtis Publishing Company, Philadelphia, publishers of *The Ladies' Home Journal*. The numerous illustrations showing the commodious and well-fitted offices, and the accompanying text, giving us some insight into the work in the different bureaus, requiring a force approximating four hundred employes, indicate the wonderful success which *The Ladies' Home Journal* has achieved in an almost incredibly short time. The first number was issued in December, 1883. Its circulation has now reached the enormous average of about 700,000, the largest magazine output in the world. "An Intra-Mural View" will be sent to any one who will address the Curtis Publishing Company, and inclose four cents in stamps for postage.

BOOKS.

LEACH, SHEWELL & SANBORN, Boston, New York, Chicago, publish an Exercise Book in Algebra, a valuable supplementary work to be used in connection with any text-book on Algebra. The author is Professor McCurdy, of Phillips Academy, Andover, Mass. Teachers will be pleased with this excellent collection of well-graded exercises.

LEACH, SHEWELL & SANBORN have published an "Elementary Composition and Rhetoric." The author is Prof. W. E. Mead, of Wesleyan University. The purpose of the author is to develop some of the leading principles that underlie this study, and to give such practical instructions to young writers as will enable them with constant practice to form the habit of writing correct English. The book contains 286 pages, and the price is 90 cents.

ELEMENTS OF ALGEBRA for grammar schools and beginners. President Milne, the author makes the subject interesting and attractive. The transition from arithmetic to algebra is made simple, and from the first equations are introduced, that the pupil may appreciate the advantage of algebraic methods. The book will prove unusually attractive to beginners, who will readily acquire from it a knowledge of elementary algebra. 360 pages. Price, 50 cents. American Book Co.

ANOTHER of the delightful "Classics for Children" has been published by Ginn & Company. It is entitled "Stories from Plato and Other Classic Writers." The author is Mary E. Burt, formerly teacher of literature in the Cook County Normal School. These stories are well adapted for primary school work, and teachers will be glad to avail themselves of the rich material for supplementary reading which is afforded them in such admirable collections as Miss Burt has prepared.

HUGHTON MIFFLIN & COMPANY are bringing out a very fine school edition of "Lamb's Tales from Shakespeare," with a fresh and interesting Introductory Sketch and Brief notes. The Tales will be published first in three parts, constituting Nos. 1, 2, 3 and 4 of their Riverside Literature Series at 15 cents each. They will soon be published also in one volume in blue covers at 50 cents. Since each part will contain complete stories, the Tales may be used equally well in the separate parts or in a single volume.

THE second volume of the great dictionary which Funk & Wagnalls, New York, have had in preparation for some years will be issued some time this month. The first volume was published nearly a year ago. We have already called attention to the great service which the enterprising publishers of this Standard Dictionary have done to teachers, and now that the work is complete, we refer to it again. The single volume edition is sold for \$2, half Russia; the two volume edition, half Russia, \$7.50 per volume.

THE beginners' Readers, Nos. 1, 2 and 3, are neat booklets of about 60 pages each, prepared by Helen M. Cleveland, of the Boston schools, and designed especially to meet the wants of the non-English speaking child whose mental capacity is often so severely overtaxed in learning to read by the use of the ordinary First Readers, with their over-crowded vocabularies. A careful examination of this series convinces us that the author has prepared the best Readers we have yet seen for primary work. Leach, Shewell & Sanborn are the publishers.

METCALF'S ENGLISH GRAMMAR, published by the American Book Company, has been prepared with a view to the teaching of the subject inductively. The pupil is led by easy steps to understand the usual construction of sentences to study the uses of words and to classify them as parts of speech; to make himself familiar with inflection, its use and extent; and also to the substitutes for inflection, a matter of especial importance in our language. The authors are Robert C. Metcalf, the well-known supervisor of the Boston schools, and Thomas Metcalf, of the Indiana State Normal University. The book has 288 pages. Price, 60 cents.

D. C. HEATH & CO., Boston, have published a "Physical Laboratory Manual," prepared by Prof. H. N. Chute, teacher of Physics in the Ann Arbor High School. The author has taken special pains to provide problems which, while demonstra-

ting the leading principles of the several divisions of Physics, yet keep within the mental horizon of pupils of our secondary schools, and such as generally may be solved by the aid of simple and inexpensive apparatus. Valuable appendices are given, relating to the construction and repairing of apparatus, and furnishing tables of the more important Physical Constants, accompanied by the necessary explanations. The book contains 213 pages. Price, 80 cents.

G. P. PUTNAM'S SONS, New York, have issued the third revised and enlarged edition of Phyne's "7000 Words." This is a complete handbook of difficulties in English pronunciation, and the educational public in general and teachers in particular everywhere will welcome it. The author has added to this edition a supplement of over 1,400 words, and the volume now contains practically all the words in our language that have been found to give difficulty in pronunciation. The pronunciations are very carefully indicated, so that no shadow of doubt can exist as to the correct form. Where several pronunciations are admitted by good usage, the fact is so indicated, Webster's being generally placed first. The price of the book is \$1.

MESSRS. GINN & Co., Boston, have published "Arithmetic by Grades." This arithmetic consists of a teacher's Manual and eight books for the pupil, each bound separately in flexible covers, containing the problems, questions, tables and necessary information for the learner. Most of the arithmetics made give so many analyses, processes, rules and explanations that the teacher is left out of the question and the book is made everything. In this work the pupil has merely the subject matter before him—the teacher has the explanations. The Teacher's Manual is full of suggestions as to best methods—indeed a normal course in arithmetic. The eight pupil's books are carefully graded, and, in the seventh and eighth, elementary exercises in algebra and geometry are introduced in accordance with the recommendations of the Committee of Ten.

IN the little volume, entitled "First Years at School," S. B. Sinclair, M. A., Vice-Principal of the Provincial Normal School, Ottawa, has produced a manual for primary teachers, every statement and suggestion of which has been submitted again and again to the tests of actual experience and careful criticism. The oversight of four hundred children, who are putting in their first year at public school, has given the author a rare opportunity for observation and for study of the best means for their development. The young teacher can feel, therefore, in adopting his methods that she is not trying any hap-hazard experiment, but those that, in actual use, have led to good results. The author does not lay so much claim to originality as to reliability. The book furnishes safe guidance through many of the perplexities that the primary teacher is likely to meet. Price 68 cents, by mail, postpaid. E. L. Kellogg & Co., New York and Chicago.

THE American Book Co. has published an "Elementary Manual of Chemistry" that will prove to be a most valuable aid in the teaching of this science by the experimental and inductive method. The book is a careful and thorough revision * of the abridgment of the standard manual of Eliot and Storer. An examination shows that it is one of the most complete and practical text-books on Chemistry which has yet been prepared for use in our schools. There are over two hundred and fifty interesting experiments described, and all of them eminently practical.

The great value of the book lies in the demonstration of the leading facts and principles of the science by means of these simple experiments. Teachers who are not professional chemists will find in this manual invaluable aid, and will not be slow to place it in the hands of their pupils. An appendix on Chemical Manipulation adds to the desirable features of the work. There are 453 pages. Price, \$1.20.



CALIFORNIA SCHOOL ITEMS.

HANFORD has a kindergarten, with twenty-six pupils.

THE city of Alameda has voted \$41,000 bonds for new school buildings.

GRANVILLE F. FOSTER, of the Antioch High School, is the new principal of the Dunsmuir Grammar School.

THE Russell district schoolhouse, Merced county, which was recently destroyed by fire, will be rebuilt at once.

THE citizens of Merced School District have voted a special tax of \$1,500 for providing additional school facilities.

BURNETT school district, Santa Clara county, has voted \$3,000 bonds for building and furnishing a new school-house.

GERTRUDE C. ELLIS, formerly a teacher in the Cloverdale schools, has been nominated for Superintendent of Schools in Austin, Minn.

THE University of the Pacific and Napa College have been consolidated under one Board of Trustees. F. F. Jewell has been elected Chancellor.

ST. MARY'S COLLEGE, Oakland, one of the largest and finest school buildings in the State, was destroyed by fire on the night of September 23rd.

G. W. A. LUCKY, who has been attending Stanford for two years, has accepted an offer of a Senior Fellowship at Clark University, Worcester, Mass.

THE California Dairymen's Association, at their convention in San Francisco, passed a resolution demanding State aid for the establishment of dairy schools.

SANTA ROSA has voted \$30,000 bonds for the purpose of purchasing a lot and building and furnishing a new school-house. The bonds have been sold at a premium.

THE San Benito County Teachers' Institute will be in session Oct. 8th to 10th; Plumas county, at Quincy, Oct. 16th to 19th; Colusa county, at Colusa, Oct. 29th to Nov. 2nd.

ALEXANDER school district, Sonoma county, has voted \$1,200 bonds for the erection of a new school building. Alpine district, in the same county, has also voted \$600 bonds for a new building.

THE schoolhouse in Kimball district, Shasta county, was destroyed by fire Sunday night, September 23rd. School was to be opened on the following morning. The fire was undoubtedly incendiary.

G. W. HORTON, for years principal of the Lincoln School, Oakland, has resigned because of business interests in the southern part of the State. Mr. Gulick, formerly of Contra Costa, was elected to the vacancy.

E. B. McGILVARY, the new instructor in English in the University of California, was graduated at Davidson College, N. C. in 1884. He took his Master's Degree in Greek Philosophy at Princeton, N. J., and was Fellow in Greek in the same university.

STOCKTON has nearly 300 pupils enrolled in the high school. This is about double the number enrolled last year. Over 2,100 pupils are enrolled in all the city schools. More school-rooms are needed to accommodate the pupils who wish to attend school.

THE American Association for the Advancement of Science will hold its next meeting in San Francisco. Prof. E. S. Holden, of the Lick Observatory, President D. S. Jordan and Professors E. A. Rose and J. Perrin Smith, of Stanford University, are among the officers of the Association.

MISS GALE, principal of a select school for young ladies in Napa, was burned to death on the evening of September 25th. A fire broke out in the building occupied by her, and before assistance could reach her she perished. Miss Gale was fifty-three years of age and a native of Scotland. She came to Napa thirty-five years ago. For many years she was connected with the Napa Ladies' Seminary as teacher of classics and music.

THE *New England Journal of Education* pays a merited compliment to Superintendent Burk, of Santa Rosa, and to the Stockton Board of Education, by stating that one of the best school reports ever written by any city superintendent has recently been issued by Fred L. Burk, of Santa Rosa, Cal., who has made an immense success of departmental work, while Stockton has led the world in modernizing the attitude of the school Board towards teachers and teaching.

TEHAMA COUNTY—The following teachers hold some of the best places in the county: Red Bluff (Lincoln)—Fannie E. Johnston; (Oak), G. K. Bingham. Tehama—J. D. Sweeney. Corning—Retta G. Counsel. Antelope—Anna Graves.....Principal Graves is the Republican nominee for Superintendent; L. W. Warmoth, the Democratic; and Miss Lillie Daily, the Populist.....The members of the Board of Education at present are J. J. Grinnel, Belle Miller, Retta G. Counsel, Fannie E. Johnston and Mrs. T. F. Howell.....A large class graduated from the Grammar school at the close of the term.

BUTTE COUNTY—The public schools of the county opened during the first weeks of September, and are now in good working order, with a full complement of pupils. The graded school, particularly, show large classes.....Chico enrolls 600 for the first month; Oroville, 250 and a High school class of 55.....Both Gridley and Biggs have made successful first months, the High school class of the former school being in a most flourishing condition.....Politically speaking, the question of nominees for County Superintendent is an absorbing one. The Populists have a candidate in J. H. Mitchell, Forbestown. Principal Parker, of Dayton, is an aspirant for Democratic favors. Superintendant Stout (incumbent) and J. T. Bevan, former principal of the Biggs school, are contestants for the nomination of the Republican Convention.

W.

MRS. MARY J. PLATT, the teacher of the Pichango Indian Reservation school in Riverside county, was murdered on the night of September 20th by some treacherous Indians, and the government building was burned to conceal the crime. The charred remains of the unfortunate teacher were found in the ruins. Pichango reservation contains the remnants of the tribe of Temecula Indians, immortalized by Helen Hunt Jackson in "Ramona." While the natives are as a rule as harmless as she painted them, they are evidently possessed of latent traits of savage cruelty. At intervals of several years San

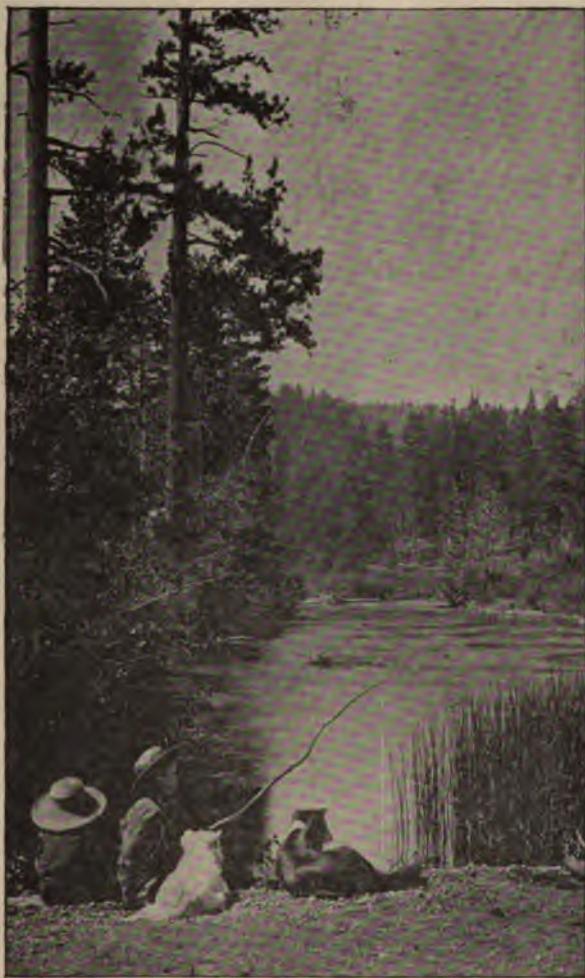
Diego has been shocked by the commission of fiendish murders by Indians living in isolated spots. The murders have been invariably in the nature of butcheries, and betraying such malignant spirit that it was not hard to discern that the fire of savagery had not been smothered in the seemingly inoffensive Indians.

THE Starr King Fraternity of Oakland are presenting to the public the following Autumn University of California Extension Course, under the leadership of Dr. Carl C. Plehn: Socialism—"The 'Faults' of the Present System;" "Marx and Rodbertus;" "Socialism of To-Day." The Labor Problem—"The Problem Stated;" "The Proposed Remedies;" "Trades Unions and Strikes." The Tariff—"The General Position of Political Economists;" "Tariff Policy of England, France and Germany since 1760;" "The History of the 'Protective' Policy in the United States." The Currency—"Nature and Functions of Money;" "The Ratio of Gold to Silver;" "Monetary History of the United States." The same wide-awake society presents during the same season the following topics by President David Starr Jordan: "Evolution, What It Is, and What It Is Not;" "The Heredity of Richard Roe;" "Present Battle Grounds of Evolution;" "The Fool Killer, and His Mission;" "Standeth God Within the Shadow;" "The Evolution of the Common Man."

THE will of Mrs. Miranda W. Lux, of San Francisco, provides for a fund of one million dollars or more for the promotion of schools of manual training for both sexes. Louis Sloss, Mrs. Sarah B. Cooper, Charles Holbrook, George C. Sargent and Thomas B. Bishop are appointed trustees, and in the language of the legacy are authorized to "receive, invest and keep invested, the said trust fund and property, and after paying out of the income thereof all necessary or proper expenses connected therewith, to apply the balance of the income to the promotion of schools for manual training, industrial training and for teaching trades to young people of both sexes, in the State of California, and particularly in the city and county of San Francisco,—it being my desire to assist in furnishing facilities for the education of young children from the time they leave the kindergarten schools, and while they are still quite young, in what is known as 'manual training,' and in all kinds of training looking to the acquisition of useful trades by and through which habits of industry will be acquired and practical knowledge of those things which are useful in earning a living may be acquired, and I hereby give to my said trustees the fullest

discretion in the expenditures of said net income, so that the greatest good may be accomplished, and to that end they may, if they think best, use such portion of said income from time to time as they deem expedient in connection with the public schools in aid of the ends aforementioned."

THE women of Los Angeles are engaged in a unique educational campaign. Their first step was to put in nomination by petition Mrs. Kate Tupper Galpin for County Superintendent of Schools. After ten days' canvass, they secured three times the necessary 3 per cent. of voters of the county at the last election, and Mrs. Galpin was nominated as a Non-Partisan candidate. They decided that they did not wish to put their candidate in opposition to the candidate of any political party unless that party refused to endorse her, and they decided to go before each of the County Conventions to ask that they nominate Mrs. Galpin, without requiring her to endorse their platform, or to refrain from nominating a party candidate and endorse the Non-Partisan measure with a resolution. It is evident that if they were true to their non-partisan principle they must ask the endorsement of all the conventions or of none. The first convention, the Populists', refused to consider Mrs. Galpin's name unless she would declare herself a Populist, on the Populist platform. The Prohibitionists made no nomination. The Republican Convention passed the following resolution : "*Resolved*, That any attempt at sectarian or political control of the public schools is a menace to free institutions, and that educational, rather than party qualifications should be considered in a candidate for County Superintendent of Schools." They also placed the County Superintendent next the Judges in order of nomination, and nominated Spurgeon Riley, present Deputy Co. Superintendent. The Democratic Convention adopted the following educational plank : "We demand an absolute non-sectarian administration of the public schools of this county, and are opposed to any political control of their affairs, and we are in favor of raising educational interests to the highest possible standard by the employment of the best talent obtainable. They went further than the Republicans, and placed the Superintendent of Schools before the Judge in order of nomination, and finally nominated Mrs. Galpin, without requiring her to endorse their platform, by an overwhelming vote and with great enthusiasm. Mrs. Galpin is a graduate of the Iowa State Agricultural College. She has had varied experience in ungraded schools, as principal, professor in college, and institute conductor. McC.



PATIENT FISHERMAN ON THE TRUCKEE.

[By permission *Overland Monthly*.]



ADMINISTRATION BUILDING.
STATE AGRICULTURAL COLLEGE,
BERKELEY, CALIF.

THE
PACIFIC EDUCATIONAL JOURNAL.

Official Organ of the Department of Public Instruction of California.

VOL. X.

NOVEMBER, 1894.

NO. 11.

CURRENT EDUCATIONAL THOUGHT.



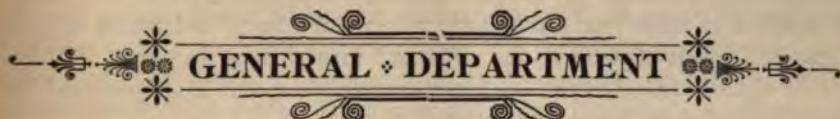
IT is obvious that the young woman with fifty-six pupils before her is attempting what no mortal can perform. I suppose it is practicable for one young woman to hear the lesson out of one book of all the fifty children before her during the hours of the school session, and keep a certain amount of watch over the children who are not reciting their lessons, providing the grading is almost perfect, and we are going to be satisfied with "uniform" results. But the new teaching is of quite a different character. It requires alertness, vitality and sympathetic enthusiasm. It is exhausting. Virtue goes out of the teacher at every moment. What is the possible remedy? To double the number of teachers would not be too much; for twenty-five or thirty pupils are quite enough for one teacher to grapple with. The individual requires teaching in these days, and no teaching is good enough which does not awaken interest in the pupil.—PRESIDENT ELIOT.

Of course, teachers should have journals. Merchants, lawyers, physicians, etc., require them. No teacher can lead a mind when he himself is stagnant. First, we want educational psychology, explanations of the principles of psychology by example—a continued teachers' institute. Secondly, we need methods, not devices, which ingenious teachers should be able to make for themselves, but actual experiences with methods. Thirdly, selections from classical literature, or classical stories "done over" into simple English. Fourthly, current literature reviewed and current history, in their purest forms. These items are covered, with scarcely any overlapping of matter, by four papers that now come regularly to my table.—E. H. ELLSWORTH, Breckenridge.

SHOULD the duty of governing in the State be imposed upon women, all the members of society will suffer; children, by diminished care from their mothers; husbands, from the increase of the contentions and the decline of the attractions of home; young men and maidens, from the diminution or destruction of the idealism which invests the family with such charms as to make the hope of a home of one's own, where in the contrasts of the sexes life may be ever a delight, an impulse to economy and virtue—but the greatest sufferer will be woman. Often those who recollect her genuine freedom of speech, "the might of her gentleness," the almost resistless potency of her look and touch and voice, will long for the former proud dependence of woman on manliness, reciprocated by man's reverence for womanliness; while the new generation, to whom such sweet recollections will be unknown, will blindly rave against their fate or despondently sink under it, as women have never done (from similar causes) under the old régime. Meanwhile the office-holding, intriguing, campaigning, lobbying, mannish woman will celebrate the day of emancipation,—which, alas, will be the day of degradation,—when, grasping at sovereignty, she lost her empire.—J. M. BUCKLEY, D. D., in August *Century*.

SOME of these times I want a book of *wrong* solutions in arithmetic, and why they are wrong. Not a day passes in the school-room but some pupil presents a solution based on some incorrect line of thought, and it is not always that he is shown why his work is not correct. Time and again I have seen otherwise good teachers turn a pupil from a crude solution that needed but a little help to make fairly correct, and the teacher, having his own better way in good shape, would not turn from it and help the pupil to perfect the really original one the pupil just missed by a little imperfect reasoning. The mental value of crude originality is far greater than that of finished imitation.
—C. M. DRAKE.

I HAVE in mind a schoolroom, the walls of which are covered with engravings worth many dollars. Eight years ago these walls were bare. The City Superintendent created such an enthusiasm among his teachers, their pupils and the people of the city, that hundreds attend the annual entertainment gotten up by the schools in order to purchase pictures and statuary. Probably there is no better way to cultivate the æsthetic taste of children than to surround them by the good, the true, the beautiful. Create a happy, reposeful environment for children through social enterprise, and much is done towards true character building.—MISS ALLIE M. FELKER, San Jose State Normal.



GENERAL : DEPARTMENT

[The final deductions from the patient comparison of the data now being collected in many parts of our country by those who are making a systematic study of children, may confidently be expected to be of great moment in the shaping of educational methods in the immediate future. We feel assured that our readers will be interested in the study made by Mrs. Du Bois.—ED.]

Comparison.

MRS. IRENE E. DU BOIS, LINCOLN SCHOOL, OAKLAND, CAL.

The base of this study was an exercise given to the children of Stockton and of San Diego and Orange counties. The teachers were desired to give no instruction beyond this: "Write upon your papers the ways in which a horse and a cow are alike and unlike." The ages from which the data were collected ranged from 6 years to 17 years, inclusive; 2,050 of the papers were boys', 2,195 girls', making a total of 4,245 papers; 2,036 of these being from Stockton, 816 from San Diego, and 1,393 from Orange county.

The points under which the data were collated were structure, use, habits, food, attributes of the animals, and miscellaneous points which could not well be collated under any of the foregoing. Interesting points in relation to form, color and number were gathered also, but will not be referred to in this paper, because time forbids their mention. For the same reason, comparisons between the city and the country, and between boys and girls, and much relating to language work, must be omitted.

The strongest interest lies in structure. Perhaps nine-tenths of the papers begin with the mention of a part. At 6 years the parts most frequently mentioned are *horns*, *feet* or *hoofs*, and *tail*; at 7, to these are added *legs* and *ears*; at 8, there is a further addition—the *head* and the *eyes*; at 9, all of the preceding parts and now the *hair* and *mane* receive more attention; at 10, the *nose* and the *body* are added to the prominent features; at 12, the *hide*; at 13, 14, 15, 16, all of the foregoing, and to them with increasing mention are added *mouth*, *tongue*, *teeth*, *neck*, *stomach*, *udder* and *back*. Of course, all of

the latter have been noted more or less frequently after 7 years, but not enough to become general. The greater number of statements is made about the most prominent features. Younger children are more interested in parts that have distinct boundary lines, and which might possibly admit of separation. The tail furnishes an example of this. It is not so visible as the back or the shoulders, but it is separated in fact, and so more easily separated in thought.

Nearly all of the younger children begin the comparison with the horns—certainly the most marked point of difference. If but two or three parts are mentioned, they will almost invariably be the prominent ones.

A very few papers contain absolutely no mention of parts. How few may be seen by considering the San Diego papers. Of the total of 816 papers, 30 were found containing no reference to structure, but there were 150 that had nothing else. Papers not referring to parts are either wholly *use* or *action*, or a combination of the two. That parts should have been ignored at all seems remarkable, inasmuch as in this study it is the pronounced that appeals to the childish mind.

USE.

If we consider utility we find here exactly the same thing. It is the prominent features that claim the attention of the six-year-old child, and we find him mentioning just what we expect. "The cow gives milk." "The horse pulls a wagon." "We ride the horse." "We drive the horse in a buggy." A little later, at 8 years, he says: "The horse works." "The cow is good to eat." And so through succeeding ages new uses less marked are brought up, traveling, the hide for leather, being examples.

A boy of 8 years says: "A horse is like a cow because we get milk from a cow and we drive a horse; because we cannot drive a cow like a horse." This seems worthless, as we do not know just what the child meant, but it is probable he felt they were alike in being useful, his second statement implying a difference in utility.

In all ages the idea of utility is carried so far by some children that they give a use for various parts; for example: "The hair is to keep them warm." "The tail is used to brush flies." And one girl, who probably relates a personal experience, says: "To knock in a person's face when milking."

A money value was placed upon the animals in the various localities, and was more often given as a difference. It is environment

which here directs the thought. In Stockton many said: "The horse races, and makes money for his master." In the South, a boy says: "When we want some money we can sell a cow." Another: "A cow is worth more money than the average horse." Again: "From the milk we make butter, which we sell." It is the boys more than the girls who showed this mercenary spirit, and in this point this study agrees with other studies recently made upon "Children's Ambitions."

We can easily account for the Stockton children referring to the race-horse, for we all know of the fine kite-shaped track in that city. And it is easy to locate the girl who said: "Horses are sometimes used in bull fights."

Some older pupils write very complete comparisons, and then finish with an expression like the following: "Take them right through, they are both useful, and without either we would be lost in a wilderness." And it is just here in their comparative use that we observe a most interesting point—the child's sympathy for animals.

Many express a great admiration for the horse, tinged with a feeling of resentment at his hard lot in life. In all ages we find children saying that the cow has a better time living, but the horse is of more use alive—the cow after death. But the horse is called again and again "A noble animal." He is regarded as something of a martyr—his life is spent in work, while the cow is an aristocrat, living a life of luxury and ease. To use their own words, "The horse must work hard all day, while the cow can lie in the field chewing her cud, stand in the cool water, or in the shade of a tree, or in the barn eating the hay the horse has carried there for her."

Perhaps the reason for this sympathy and admiration may be voiced in a difference stated by a girl of 14: "A cow likes to run after children, which a horse does not do. A horse is fond of children, and will let them do a great many things that a cow will not do."

HABITS.

Under the heading of habits or action, we find many close observers. This is especially true of country children, though we find the city children describing actions very minutely. Noticeable among these are the manner of eating (and especially remarkable are the descriptions of the manner of pulling the grass), the movement of the head when eating, the manner of getting up and lying down, the manner of kicking, the methods of defense. Here, also, we find the same thing. Remarkable points receive much attention. At 11 years

the children begin to use the verb "defend." The interest in action is a strong one.

RESEMBLANCES AND DIFFERENCES.

The most important point which comes out of this study is the fact that children are more interested in differences than in resemblances. It is no unusual thing to find papers containing anywhere from eight to thirty more differences than resemblances. Take the Stockton papers alone. Here we have 6,159 differences against 4,356 resemblances. In structure there were 3,649 differences, against 3,061 resemblances; in use, 2,003 differences, against 90 resemblances; in habits, 814, against 196; in miscellaneous statements 633, against 323; but in food we have only 60 differences, against 686 resemblances. These figures do not show all of any point, for many statements were made which could not be placed on the collating sheet. It seemed to me that it might be interesting to note the actual number of resemblances and differences, so, taking the papers of San Diego county, I noted every point, with the following result: Between the ages of 6 and 17, inclusive, there were found 5,122 differences and 3,168 resemblances. But these were given by only 816 children. Compare these with the Stockton children (2,036), and we may form some idea of the number of each had it been possible to note every point. Taking the total number of statements as the base, we find in Stockton a trifle over 41 per cent. were resemblances and a trifle over 58 per cent. were differences. In San Diego, a trifle over 38 per cent. were resemblances, and a trifle over 60 per cent. were differences.

Everywhere there is this same preponderance of differences. It was suggested that this is because of the training the children had received in the schoolroom. When one knows that the school system at present has little to do with training the observing faculties of the child—when one thinks of all the models for writing lessons, for giving an analysis of a problem in arithmetic, of the diagrams in grammar; when one thinks of all the formalism and of the constant effort to mould the child according to some plan without taking into consideration his individuality, one feels that his public school training has little to do with it. A child cannot walk along a dusty road without seeing the print of a horse's or a cow's foot. And, because it is unusual, he stops to examine it, but the moment it ceases to be remarkable to him it loses interest for him. It requires finer powers of discrimination to observe resemblances in things of marked differ-

ence than is possessed by the average person—differences appealing to ordinary or inferior minds, resemblances to a higher organization.

Although comparatively few papers begin with differences, still the greater number of papers contain more statements of difference than resemblance. Notice the papers of San Diego county. Here we have 559 (314 girls, 245 boys) beginning with resemblances; 127 (63 girls, 64 boys) with differences; 108 (49 girls, 59 boys) all differences; 21 (14 girls, 7 boys) all resemblances; but we have more than twice as many papers with differences in excess of resemblances as with resemblances in excess of differences. We also have a very small number of papers with resemblances offsetting differences. This latter point was more frequent in advanced years.

If we consider papers all differences, we see that the child is conscious of the resemblance. Indeed, to see a resemblance or a difference we must be aware of the other. They are as much mutually dependent as light and shade in a drawing. Although this subconsciousness exists, the differences make a stronger appeal in this study.

Some few papers contain the statement: "They are not alike in any way." Such papers are short, seldom having more than two or three sentences, and frequently only the one quoted. Little children imply many points of difference and resemblance. Older children are more explicit in their comparisons.

One peculiar point occurs in the arrangement of differences and resemblances. Generally when a paper begins with resemblances, every such point will be stated before one difference is noted. The few papers that do not follow this rule will be referred to again. If, however, a paper begins with differences it is the exception when they are all noted before taking up similar points. The reader will find, perhaps, a dozen differences and then a resemblance, and a constant flitting from one to the other follows. If the paper contains but *one* resemblance, and yet begins with differences, that one resemblance will be found snugly tucked in among the differences instead of following all the points of dissimilarity. This again seems to show that minds stronger at detecting differences—that is, those that start with differences—are of an inferior organization. This leads to a poor arrangement—to mixing statements.

This study tends to prove that children are almost devoid of the power of making nice distinctions. With them there is either a positive resemblance or a positive difference. *Very* few of these children used the expression "somewhat alike," or a kindred phrase.

SYSTEMATIC ARRANGEMENT.

Perhaps the next important point to the one just discussed is the child's power to systematize his work. In this study systematic arrangement seems to be limited to giving either resemblance and then difference, or *vice versa*, and by far the greater number of such papers begin with resemblances. The first system other than resemblances and differences occurs at 8 years, but only a very small per cent. observe this. It increases, until at 13 years we have three times as great a per cent. This conclusion was drawn from the San Diego papers. Here there were 497 (263 girls, 234 boys), 89 more than half the entire number of papers—which could be regarded as systematic—and of these only 177 (121 girls, 56 boys) could be regarded from any other standing point than that of resemblances and differences. Undoubtedly, in these papers beginning with resemblances the idea was suggested by the syllabus, but inasmuch as some of the papers beginning in this way did not continue with them until all similar points were mentioned, they may be of value in proving that those children who adopted the arrangement so suggested recognized it as a good plan for making the comparison—probably unconsciously.

Some older pupils arranged their work in columns—differences in one, resemblances in another; some designate resemblances "*a*," differences "*b*." Others, again, take first one animal and then the other, and in such instances the points compared are generally taken in exactly the same order, following which will come points not possessed by both.

Sometimes there is a disposition on the part of the child to finish with one feature at a time; as, for instance, "The horse and the cow have feet alike, but the cow's feet are split." Frequently this is continued all through a paper, occurring in structure, use, action, showing that it was a premeditated arrangement, and the child's own.

There is little or no method in enumerating parts, use, habits, etc., except that prominent features receive the first mention. As a rule, they see a difference or a resemblance, note that, branch off to something else, go back to parts again. This is true of all ages except a few of 15, 16, 17. One very noticeable—in fact, one might say the general way of enumerating parts was this: "Both have four legs, two eyes, two ears, a tail, a mouth, etc." It is true of all ages, particularly from 10 to 17, and likewise true of all localities. A very few older pupils do not keep this order. They begin at the head and finally end with the feet, taking the parts systematically; but such

children are 16 or 17. The general method is the form quoted. Sometimes the papers begin with "feet" instead of "legs," or "ears" may be mentioned before "eyes."

Another particularly noticeable point was the fact that if the statement, "a cow gives milk," was used, the next sentence almost invariably would be, "a horse works." Every time it is the striking features that are first mentioned. In uses, the most marked differences are stated before others are noted.

Papers indicating lack of school drill upon arrangement are the ones most often showing arrangement of work in columns—lines omitted between resemblances and differences—apparently, the child's own plan.

Others showing that the child has been drilled in this matter—that is, papers showing unusually careful penmanship—red ink, marginal lines, etc., show no system whatever. Such papers are composed of short sentences. The drill upon mechanical work has not resulted in spontaneous systematic arrangement of the child's thoughts.

GENERAL AND DETAIL.

Another important point in this study is *when* children begin to observe *detail*. With the younger children a general statement serves as a starting point. Many of these children begin by saying, "A cow is not like a horse." Then either a resemblance or a difference is noted. Then the child goes back to his first statement, or perhaps he reverses it. This seems to be his starting-point. It is to the child what the adult's "Let me see" is to him. The adult says: "Let me see. I've bought the flour and the sugar. What else was there? Let me see. Oh, yes! the salt."

So the little child goes back to *his* general statement to gather his thoughts. We are all of us familiar with, and frequently vexed with, the pupil who, when asked a question demanding *his* thoughts—not something he has committed to memory—repeats again and again the same idea in other words. We are wrong. He is conscious of a thought struggling for expression, and desires to voice it, but he hasn't the vocabulary or definite knowledge, and so he stumbles and flounders through statements full of reiterated ideas. It disproves the theory that we can always tell what we think. Our subtlest, keenest thoughts are most difficult of expression.

At 8 years there is a tendency toward giving descriptions. In a few instances a general statement is made and then followed up by de-

tail. This descriptive power increases throughout the succeeding years. It refers to size, quality, shape, beauty, etc. There is a tendency on the part of older pupils to go into minute detail in describing structure; also to illustrate by examples, referring, perhaps, to some habit, use, etc. This is especially true of pupils in the upper grammar grades and in high schools. With younger pupils, as I have said, the general statement serves as a starting point, and is used promiscuously. With older children, the general statement is followed by a minutely-detailed comparison, and bears evidence of a well-laid plan on the part of the pupil.

Then, too, older pupils write fewer rambling sentences. I mean by this fewer disjointed thoughts. They seem to have a more definite idea of what they are doing.

Some, not enough to make it general, but a sufficient number to make it noticeable—begin with a general statement. Sometimes it is like the following: "A horse and a cow are alike in a few ways." Then nothing more is noticed as a resemblance, the paper finishing with differences. More frequently such general statements are followed by specific resemblances or differences, the general being the key to what follows.

With older pupils there is less enumerating of parts followed by a description of parts. As a rule they describe or enter into detail as they note the part.

CONCRETE.

Quite an interesting study is the point from which children reason. Little children state as a difference the names of the animals. "The horse's name is Bell, the cow's Daisy." This leads one to believe the child is comparing personal property. One draws the same impression from this statement by a girl of 9—"A horse rolls and scares my chickens." Still another point to prove this is the difference in color. It is not uncommon to find either a general statement or specific instances referring to color which probably mean that the child has before his "mind's eye" some particular animal.

Another point to prove this reasoning from the concrete is found in the following: "Horses eat grain, the cows eat hay." They tell what they are accustomed to see at home, or in their own neighborhood. Take this point of food to which I have just referred. Here are mentioned the products of their immediate vicinity. The city child might say, "Horses and cows eat hay," but he would not be apt to say, "they eat sorghum." If further proof that the picture of

some familiar and particular object is before the mind is needed, it may be found in the following quotation: "The cow gives good milk; she gives two quarts."

And here again we must refer to the *remarkable*. Anything that makes a strong impression is another link in the chain. A girl of 11 says, "Some cows will go under the fence, and they have to fix a thing over their necks so that they cannot go under it."

In a recent lecture before the Oakland teachers, Professor Kleeberger gave a short account of an experiment with a class of 30, some of whom were adults and teachers. Professor Kleeberger gave the word "horse," and asked what image was presented to the mind. The answers proved with five exceptions that the thought was of some particular horse, even with adults. From this we draw the conclusion that the average adult, in a lesson on comparison such as this, would, like the child, think of an individual object. But this study tends to prove that the older children become, the less they reason from the concrete and the more from groups and classes. We find such sentences as these: "Cows generally have horns." "The horse is *generally* more intelligent than the cow." "The cow is not *generally* used as a beast of burden." It is true even older children say "a horse" more frequently than "horses," but that is undoubtedly due to the syllabus which used the singular form. Certainly, the statements of older pupils seemed more general in their application.

Professor Kleeberger gave the same question to a boy of 9, who immediately replied "Horse." When pressed to know the character of the picture, the boy replied, "Thin air." This, Professor Kleeberger regarded as nearer a true psychological concept of "horse." Another boy told him a horse was like a goat. This he accounted for by the fact that the boy has a goat which he harnesses to a small wagon. It is still reasoning from the concrete, and we have as well a subconscious comparison in utility.

CONTENT.

One feature of this study is of especial importance to us as teachers. I allude to content. Many young children show that they have no idea of the meaning of the word "alike." Children of 6, 7, 8, 9, and even of more advanced years, say, "The horse has legs—like the cow." It is doubtful what the child understands by the word "like." He may mean similar in shape, but in all probability he means "as well as." We find many using the following: "The cow and the horse *have* legs," but with younger pupils the word "like" is more

commonly used. Then again, they say, "The horse does not *like* the cow;" or, "A cow is not *like* a dog." A boy of 10 says, "The cows *like* to eat and drink. They do not *like* to work. The horse *likes* to play with other horses and the cow *likes* to play with other cows." Here is the paper of a girl of 8 showing her concept of *drive*. "We *drive* the horse to a buggy and not a cow. Only we can *drive* the cow to the pasture." Certainly many of children's lies arise from this misunderstanding of what they hear and try to repeat.

The expression "is made to work" has a double significance. One interpretation being "is forced to work;" the other, "is designed for work." With older children, they are frequently followed by statements which tend to prove that the child feels there was *design* in their creation. Sometimes the expression is changed to "is meant to work." Here is a quotation from a girl's paper. "A cow is meant to give us milk so that we may have our own butter."

LANGUAGE.

Children do not hesitate to coin words. Such as these were found: "unlikable," "drivable," "unlikenesses." One paper began: "The way a horse and cow looks and *unlooks*." "Dislike" and "separate" are used for "unlike."

All through these papers, even in those of pupils of more advanced years, we find "and" and "then" for "than;" "grank" for "drank;" "don'd" for "don't;" "hab" for "have." We are all of us familiar with the expressions "would of" for "would have" and "haf to" for "have to." This means either carelessness, defective hearing, or, perhaps, improper or careless articulation on the part of parents and teachers, and it is largely a matter of environment. So the child catches imperfect sounds or improper expressions. Children adopt the terms they have used around them. A girl of 13 says, "A cow chews its quid." Several children say, "The horse and the cow do not *favor* very much." In the South, the word "bronco" is more frequently used than in Stockton.

Before taking up the application of this study to practical work, I would like to refer to two points one would hardly expect to find here. The first is children's appreciation of the ludicrous. Several papers indicate this, and from their general character, it is apparent that it was not done to be what we are apt to term "smart." A boy says, "It would look odd to see cows harnessed to a buggy and driven through the streets." A girl writes, "Cows are not often ridden, but it is great sport, just the same." A boy of 12, after referring to the

speed of the horse finishes by saying, "The cow looks slow till she gets after you, and then she can go pretty fast." A girl of 10 makes a comparison in speed in the following manner: "When a cow is running a race, she is *not in it*."

There is at least one little six-year-old girl in Orange county to whom fairies and elves and ogres are actual beings, and she believes all their wonderful adventures. Her little paper begins: "A cow can *jumping* over the moon, and the horse cannot." One would expect such a credulous child to watch for a repetition of that marvelous act. Undoubtedly she has an illustrated copy of Mother Goose Melodies, and the rhyme and pictures have left a strong impression. And here again we have the *remarkable*. The cat and the fiddle, the dog, the dish and the spoon, were wonderful in their way, but—the cow *jumped over the moon*.

APPLICATION.

To first gain the child's attention we must present the most striking features. In a study like this, his first interest will lie in *structure*, then *action*, then *use*. Parts separated in structure are comparatively unimportant, but since these appeal directly to the child, we must begin our work with them.

Since many statements are made showing a personal interest, this point likewise must be observed especially with younger children.

Mechanical work crushes out originality. A certain amount of drill upon form is necessary, but our chief aim should be to encourage spontaneous language work. Undoubtedly many of our lessons are failures because the children attach to the works a meaning altogether different from what we intend to convey. It should be our duty to determine, as far as possible, what the child's conception really is.

Technical terms we may introduce at 12 years, as this study seemed to indicate that as the time when children begin to use them, such use in Stockton being spontaneous.

Since the child cannot well hold two things in his mind side by side, noting resemblance and differences, he must observe these points one at a time, gather his knowledge, and then make his comparison. Since differences appeal more strongly to the child, we must begin with them, but since the power to detect resemblances indicates a higher type of mind, the aim of teaching must be toward ability to see resemblances and toward developing the power to discriminate.

Summing up briefly then, we must take advantage of the personal

interest, use the distinct features, present the most striking points, and aim to develop the ability to note resemblances.

[Most of the data herein used was collated from the Stockton and San Diego papers. The Orange county papers are now being collated for additional and some corroborative points. The paper was not prepared for publication, and is just as it was read before the Alameda County Institute.

October, 1894.

IRENE E. DU BOIS.]

METHODS AND AIDS.

Class Recitation—Who Likes the Rain?

"I," said the duck, "I call it fun,
For I have my little rubbers on ;
They make a funny three-toed track
In the soft, cool mud ; quack, quack !"

"I," said the dandelion, "I ;
My roots are thirsty, my buds are dry."
And she lifted her little yellow head,
Out of her green, grassy bed.

"I hope 'twill pour, I hope 'twill pour,"
Croaked the tree toad from his gray back door,
"For with a broad leaf for a roof
I'm perfectly weather proof."

Sang the brook, "I laugh at every drop,
And wish it would never need to stop,
Until a broad river I'd grow to be,
And could find my way to the sea."

Psychology Applied to School Management.

BY MARIANA BERTOLA, PRINCIPAL MARTINEZ SCHOOL.

The best governed school is the school that governs itself. Discipline should not require the teacher's chief attention, and yet it is a monster she should never lose sight of. If she feeds it with a true knowledge of self and of the child, it will give her no trouble. Let her neglect the child, its natural rights, and the injunction "Know thyself," and discipline will become a myth, leaving but one fact behind—the teacher is a failure.

Cleverly disguised sensitiveness, or imaginary rights, or mental and physical inability may be found at the bottom of many cases of "pure meanness." For example, a boy whom we will call John went to school to Miss X., who was a bright, energetic teacher. She reprimanded him for refusing to read louder. Various means were devised, but in vain. Luckily he was promoted into another room. Said his new teacher, "John, why do you read in such a muttering way? It seems to me you are as good as any other pupil in the class. Why do you read as if you were not?" "I am as good as any of 'em," he hotly asserted, "but I can't pronounce some words, and then Miss X. always said, 'Class, he can't pronounce that little word! You say it for him.' Lots of 'em can't read any better than I can!" So the stubborn resistance was explained.

What child with any natural sense of what was due him could have withstood that "He can't pronounce it; *you* do it for him?" Another child might have read more clearly, and exerted himself to do better work under that thrust, but John was not that kind of child. Miss X. should have studied John. She was unconsciously requiring the new teacher to do for her what she asked the class to do for John.

John had entered into a state of moral apathy; every rule of hers seemed to him an unjust restraint; every wish, tyranny. He delighted in annoying her in many ways, to show his natural liberty. He was like the singer that told the king who had cast her into prison for refusing to sing, that he could make her cry, but he could not make her sing.

Before studying the child, a study of self would be necessary. She should not acquire this knowledge in a second-hand way. She should study her own impressions and her own apperceptions. The knowledge of her own mind would give her a firm foundation to stand on in viewing the intricacies of John's. Let her study educational psychology, thereby becoming acquainted with periods of mind growth. Without applied psychology, she is without the warp of education.

In educating the child, place sense-percept before concept. Sense-percept must be developed by *trying* and *doing*. Geography, Drawing, Reading, Language and Vocal Music offer plenty of working ground. Many mistakes are made elsewhere, but they are as nothing to those made here. There is a great failure to discriminate.

Cultivate self-percept by the study of introspection. Each self is a type, and familiarity with a type lays the foundation for class study. Introspection is a means of character building. "What am I? Why do I do this? Is it right?"

A year ago, among other questions given to a class was this: "Why do you do right?" The majority answered, "I don't know," and "Because I'll get licked if I don't." Recently the same questions were given to the same class. The following answers are typical of the majority: "I do right because it is right, for if I do wrong it harms some one," and "I do right because I like to please those who care for me."

Bring yourself to the child's level. Put memory to work on your own childhood. If you cannot do this, seek to labor in another field. You have no right to bungle with children's mental and moral growth any more than you have to deform them physically.

Develop the cosmic emotions, *i. e.*, the love of duty, of truth, and of beauty in its highest sense. These emotions are the foundation stones of good habits and good manners. No teacher will be able to control the emotions of her pupils until she has first conquered self. She will find that her greatest work is in the development of the cosmic emotions. If the child has a good home, with careful parents, the teacher's work is comparatively easy, as the soil is ready for planting. If the child has a peevish, fault-finding, irritable, degraded atmosphere at home, the educator will have an Augean task.

Have a good-tempered room. Teach your children that to overcome a bad temper is the greatest victory that they may ever hope to achieve.

James is a new pupil in Miss ——'s room. He could not find his Spelling Blank. He hurriedly tore off a sheet from his note book and prepared to write his spelling. "Get your Blank," said his teacher. "Can't find it." "Look for it; we will wait for you." Quick-tempered James threw his pen down, and pulling book after book from his desk threw them noisily upon it. His teacher had the strength and the inclination to pull him out as noisily, but instead she spoke in a forcible way: "Do you intend to be mastered by your temper or do you intend to be master of it?" The hot blood rushed to his face, he opened his mouth as if to speak, changed his mind and replaced his books quietly.

Avoid a direct encounter with the passion of any pupil. Lead him away from such dangerous ground by giving him better thoughts. Teach him the truth of Murray's saying: "That any human being who controls himself in temptation and persists in executing his purpose amid difficulties, is drawing from the fountain of spiritual power, and assuredly he shall have his reward."

If you would have an easy school to discipline, educate the altruistic emotions as well as the cosmic. Kind treatment will help one here, but beware, do not *baby* your boys and girls. Teach them to stand alone, and encourage self-respect. Altruistic reading is beneficial. Macdonald's, Dickens' and Holland's works are good. Beware of two much emotional reading.

Perhaps the highest culture in these emotions is achieved by *doing*.

Miss —, a primary teacher of a large class, was collecting picture-cards, and every pupil in her room and others who knew of it were anxious to contribute. "Why are you collecting these?" "We intend to make books of cloth and paste these cards in them for the Children's Hospital in San Francisco." If you have a fossilized old heart it would have been revived to see those eager little faces around their teacher, doing that act of kindness for those less fortunate than themselves. Here were being educated two forms found in every entity: the principle of universality and the principle of individuality; that of individuality is the real, that of universality is the ideal. There are two corresponding powers: intellect, through which we know the ideal; and feeling, which comprises all reality. Between the love of the real in itself and the love of the ideal in the real, we find the love of beneficence.

Mrs. Sheldon Barnes' method in History was used to test the emotions of a few pupils:

TALE OF TROY.

Enquiries for—

Number.....	Sex.....	Place.....	Personal Names.....	CURIOSITY.....	ETHICS.....	FEELINGS INVOLVED	When?.....	TRUE?	Result.....	Association...	Miscellaneous	Personality...
12	girls	12	12	10	5	8	0	0	9	0	1	6
6	boys	6	4	3	3	2	2	4	2	3	1	2

Average age 15 yrs.
Average age 16 yrs.

Specimen questions from the class: "Did the king love his wife as much when he got her back as he did before?" "Did the king's wife love the prince before he ran away with her?" "Did she want to go back to the prince?" "Where had the prince seen the king's wife?"

Beware how you dispense praise! It may be a source of evil or of good. Praise sparingly. Do not tell a child that his paper is "grand" or "just fine," when it is not, and when it is, perhaps, but half done. Pupils form the habit of making failure after failure in their lessons because the teacher passes her verdict of "fair" upon a poor one. Give short lessons and insist upon good recitations. The habit so formed will be of more value in the responsibilities of life than the amount of "Geography, etc., " that they may learn. Besides, it is not easy to deceive children. They know when things are indifferently done, and full praise from you where half is deserved only serves to lower their respect for you.

The foundation-stone of education is: "Be what you would have your pupils become." If you are *weak and vacillating* you cannot develop character in your pupils though you may know many methods, read many educational journals.

Teachers *need to be strong and true, to be men and women of grit and goodness combined.* Herbert gives in one of his works: "The aim of education is strong character aided by the science of ethics and psychology."

The following is a study of twenty-one people, twelve are teachers and nine are of other professions:

	Worldly.....	Magnetic.....	Hopeful.....	Amiable.....	Deceitful.....	Aggressive....	Exaggeration.	Force.....	Conscientious.
Society.....	7	2	3	4	2	4	2	1	
"	2	1	2	1	1	1	1	1	2 1
Teachers	4	3	3	2	1	3	2	3	2 2
"	4	3	2	1	2	1	3	3	2 1
"	2	1	0	0	1	2	2	2	0 2
"	2	2	1	1	0	0	1	2	2 1

All of the above are types, and on the whole the teachers compare favorably with the others.

Curtis says: "To have known one good old man—one man who, through the chances and rubs of a long life, has carried his heart in his hand like a palm branch, waving all discords into peace, helps our faith in God, in ourselves and in each other more than a sermon."

Questions for Teachers.

1. How much do you know of the history of education in your State?
2. How much do you know of the history of education in the United States?
3. To what extent do you know of the history of education in Germany and France?
4. Have you ever really studied the history of education?
5. What do you know of the school laws of your State?
6. Can you tell what States have compulsory education?
7. Of how many States can you name the superintendent?
8. Of how many cities can you tell the name of the superintendent?
9. How much do you know of the life of Henry Barnard? W. T. Harris? G. Stanley Hall?
10. About when did Froebel live?
11. Name some prominent Americans who were active at the time of his greatest influence?
12. What was the great book of Rousseau?
13. What was the great work of Pestalozzi?
14. What made Froebel famous?
15. Who are the great kindergartners of America?
16. What do you know of the life of Horace Mann?
17. What are the characteristic features of the educational system of Boston?
18. Of New York?
19. Of Philadelphia?
20. Of Chicago?
21. Who was Maria Edgeworth?
22. How old are the Normal schools of America?
23. What colleges have Pedagogical departments?
24. Name five leading colleges.
25. Name three leading women's colleges.

—N. E. Journal of Education.

Principal S. Cornell, of the Hetten School, asks for the solution of the following problem: Find the instantaneous compound interest on \$154, at $7\frac{1}{2}$ per cent., for 8 years; or find the compound interest on \$154 for 8 years, at $7\frac{1}{2}$ per cent, payable instantly.

SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

Institutes.

CONTRA COSTA, Sept. 26-8.—Institute met in the High School building, Antioch. Professors Childs and Rattan, and P. M. Fisher, of THE JOURNAL, were the instructors. Professor Rattan spoke on Science Work; Professor Childs on Modern Education; Mr. Fisher on Over-Education, Recent Educational Legislation, The Status of the High Schools, etc. There was a full attendance, and the interest, as is usual in this progressive county, was intense. Superintendent Kirkwood presided with impartiality and an intelligent appreciation of the needs of the teachers. He was not a candidate for renomination, his intention being to enter the profession of law. He made an excellent record for two terms, and retires holding a high place in public esteem.

SAN BENITO, Oct 8-10.—Called to order in the new school building, Hollister, P. M. Fisher, of THE JOURNAL, R. S. Holway, of the San Jose State Normal School, and Miss Fanny Schallenberger, of Stanford, instructors. Superintendent Thompson presided, and Will S. Acton, the well-known teacher and journalist, furnished the *Free Lance* with pithy reports. Professor Holway discussed Geometry in the Grammar Schools, Mensuration, Observation Lessons and Military Work; Miss Schallenberger, Language and Reading; Mr. Fisher, School Organization, Geography, History, Civil Government and Reading, and delivered an evening lecture to a large audience on The American of the Future. A pleasant feature of the session was the presentation of a handsome silver tea set to Superintendent Thompson, who is not a candidate for re-election. Will Acton made a neat presentation speech. Mr. Fisher followed with humorous reminiscences of association with the recipient as fellow superintendent. Superintendent Thompson's administration extends through a dozen years or more. He is a conservative, painstaking official, who will be missed from the Court House and the schools.

PLUMAS, Oct. 16-19.—In the public schoolhouse in Quincy, P. M. Fisher, conductor. Washington Wilson, of the Chico State Normal,

was sick, and could not attend, so that double work fell upon Mr. Fisher. Miss Katie Mullen, Superintendent, presided with a self poise that indicated how early she was adjusting herself to official responsibility. U. S. Webb, District Attorney, delivered a fine impromptu address the first morning, to fill the hour left vacant by the absence of Professor Wilson. Quite a number of ex-teachers and young holders of certificates became honorary members and participated. Mr. Fisher delivered two evening lectures on "The Power of an Idea" and "A Trip Across the Continent." The hall was filled on both occasions, and the attendance at all the sessions was creditable to the profession and the public. A half day was devoted to the School Trustees, at which Messrs. Keddie, Kellogg and Stevens, Trustees and ex-Trustees, spoke. Rev. Rosen opened each session with scripture selection and invocation, and on Trustee Day spoke with force and point.

ALAMEDA.—The Alameda County Institute was in session Oct. 2nd, 3rd, 4th, and 5th. The general sessions were held in Hamilton Hall. Prof. Elmer E. Brown was on the program for a Discussion on the Report of the Committee of Ten from the Point of View of the Elementary Schools. Prof. Earl Barnes addressed the general assembly on the Ideal Training for a Teacher, General Education in England and Its Present Problems, and also delivered a number of addresses before the teachers engaged in section work. Professor Kleeburger discussed Brain the Organ and Mind the Function, Shall We Specialize, Geography, Conceptional Drawing, and Arithmetic. Professor Plehn, of the State University, delivered an address at the general session Wednesday afternoon, on Teaching of Economics and Politics in the Grammar Schools. Professor Jenkins, of Stanford, presented the subjects of Self-Activity as a Factor in Education, Nature Studies in the Primary Grades, and Physiology in the Grammar Grades. Professor Ardley, of the State University, discussed the question of Industrial Drawing in the Public Schools. Of the local teachers on the program were Mrs. L. A. Walker, who read a paper on Interest of Young Children as Manifested in Stories Read to Them; J. Gamble, on Our English Grammars; Mrs. I. E. DuBois, on A Study on Children's Powers of Observation and Comparison, a valuable paper which we publish in this number of THE JOURNAL; Mrs. F. M. Pugh, on The Need of a Business Education for Women; Mrs. A. R. Wood, on "The Irrepressible Boy; Mary C. Heaton, Spelling. Tuesday evening Rev. E. C. Chapman delivered a lecture on Recol-

lections of Life in Washington City, and on Thursday evening there was a Camera Concert Lecture by Rev. Philip Graif and Prof. H. Clay Wysham. A matter that called forth many comments was the meager reports of the proceedings of the Institute that appeared in the Oakland daily press. Although there were gathered nearly five hundred representatives of the intelligence and culture of Alameda county, earnestly engaged in the discussion of the great educational problems of the day, as directly affecting the most vital interests, present and future, of the people of the county, and, in addition, there were present and participating some of the ablest members of the Faculties of California's two great universities; yet an ordinary sparring bout between a brace of vulgar outlaws or the details of some obscure couple's domestic troubles would be given more prominence and more space than the Oakland press gave to the important and interesting proceedings of this representative body. And Oakland, too—so her daily papers ever remind us—is the Athens of the Pacific. M.

MONTEREY.—The Monterey County Teachers' Institute was in session in Salinas September 24th to 28th, inclusive. Superintendent Wood presided. His annual address was an able and thoughtful production. The instructors and lecturers were Prof. E. E. Brown, Miss Allie M. Felker, of the State Normal, Superintendent Linscott, Prof. Earl Barnes, Prof. J. N. Beard, of Napa College, Hon. H. V. Morehouse, of San Jose, and Rev. J. C. Simmons. The entire session was remarkable for enthusiasm, attention, good work and good will. The lectures were most interesting, and all on one line, "Study the Child and His Interests." The careful attention of all the teachers of the county indicates that the schools are in good hands, and that the time spent in Institute will show to good advantage in the schools. It will inspire uniformity throughout the county, and will enable one and all to do the work to better advantage.

SAN LUIS OBISPO.—San Luis Obispo Teachers' Institute was called to order in one of the commodious halls of Paso Robles by Superintendent Armstrong, Tuesday, October 2nd. After the singing of "America," the Institute was open for that interchange of pedagogic ideas, which makes the annual meeting of such great benefit to our county's instructors. C. H. Wood, of Templeton, N. Messer, of this city, G. B. Hughston, of Arroyo Grande, and S. A. Perkins acted at different stages of the proceedings as vice-president. Dr. W. B. Brown, the secretary of several past sessions, acted again in the same

capacity. The session lasted three days, and great interest was taken in the work. The first day the teachers were instructed by Miss Stowell, Miss Schallenberg, and Miss Stone. Miss Stowell's paper upon Reading was one of the features of the session, and afforded the teachers much valuable insight into that very essential part of the school work. Miss Schallenberg took the subject of Physical Training, and talked very entertainingly upon it. In the evening Mrs. R. M. Shackelford delivered an address of welcome, and Dr. David Starr Jordan spoke upon Evolution. Wednesday's session was even more interesting. In the evening Prof. Walter Miller, of Stanford University, gave a very interesting talk upon the subject of Modern Greeks. At Thursday's session Miss Armstrong, of the San Jose Normal School, read a very able paper relative to the course of study and the combining of subjects. M. R. Trace, of Cambria, read one of the best papers of the Institute, taking as his subject, Three Factors of Education. The teachers enjoyed a ride through the lovely oak groves, upon an invitation extended by R. M. Shackelford. Thursday evening there was a grand ball at the big hotel. The ball room was brilliantly illuminated, and there was a merry throng of gay dancers. Paso Robles treated her guests royally.

SANTA CRUZ.—The Annual Teachers' Institute convened in the Christian Church, Watsonville, October 8th, Supt. J. W. Linscott presiding. Messrs. W. E. Dodge and W. T. Forsythe were elected vice-presidents and Geo. E. Morrill secretary, with Misses Hattie E. Bennett and Lizzie C. White as assistants. Section work was done in the High School building each forenoon during the session. There were 114 teachers present, three only being absent. Civil Government was ably presented by D. C. Clark, of Santa Cruz. A social reunion was held at Masonic Hall on Monday evening. After the rendition of a good program, the teachers and all invited guests were served with a



CO. SUPT. W. M. ARMSTRONG,
San Luis Obispo, Cal.

banquet. The Watsonville High and Commercial School girls acted as caterers for the guests. Tuesday was taken up with the subjects of Drawing, Language, Hygiene, History, Grammar and Composition, and Oral and Observation Work. These subjects were respectively handled by Miss M. E. Baker, Mrs. N. A. May, Miss M. E. Seaver, Miss Bella Cassin, Miss Austin and L. W. Cushman. Tuesday evening Professor Brown lectured on the Three Great Educators. This lecture was truly a masterpiece. Wednesday, Arithmetic, Drawing, Penmanship, English, and Oral and Observation Work were discussed in the sections, while Music, Ethics, Busy Work, Personal Discipline and School Decorations were taken up in the general session. Job Wood, County Superintendent of Monterey, greeted the teachers on this day, and also took an active part in discussions. In the evening an able lecture on The Building of a Man was delivered by E. R. Dille, D. D., of San Francisco. Thursday was given to Arithmetic and Drawing in the Grammar section; Penmanship and Reading in the Intermediate; and Oral and Observation Work and Penmanship in the Primary. In the general session the subject of Primary Geography was presented by Miss Minnie Stout, Singing by Mrs. Pioda, Reading by Miss Trovinger, and other subjects were discussed by the Institute. The leading discussion was upon What the High School Demands of the Primary and Grammar Grade Teachers. O. W. Marsh opened the discussion with a clear-cut and logical appeal to the teachers of these grades to coöperate with the High School teachers to a still greater degree, so as to produce better students than are to-day found enrolled on the High School registers. In the evening there was an instructive and interesting lecture by Professor Barnes, of Stanford; subject, Education in England and Its Present Problems. Friday was the closing day of the session, and the teachers again had the pleasure of listening to Professor Barnes, on the subjects of Psychology, Spelling, and Development of Children's Historical Ideas. It was unanimously agreed that the session was one of the most instructive ever held in the county.

ALTURAS, MODOC CO., Oct. 23-26.—We had a most enjoyable time at our Institute last week. Thirty-five teachers were enrolled. Many others attended every session. One teacher said, "It was the best Institute I have attended in California." County Superintendent J. A. Vergon deserves the gratitude of the teachers for his own efforts in their behalf, and for securing the invaluable services of State Superintendent J. W. Anderson. He made every hour one of profit and pleasure. Superintendent Anderson, in behalf of the teachers, presented Mr. Vergon with a handsome gold watch as a token of their appreciation of his work in the county. May both of these gentlemen live long, to bless and help others as they have us.

MODOC TEACHER.

NORMAL SCHOOLS AND STATE UNIVERSITY.

San Jose Department.

HELEN SWETT	- - - - -	Editor-in-Chief
WILFORD COLEMAN	- - - - -	Business Manager
NELLE FOSS, ESTELLE HOUGHTON	}	Literary
SARAH HIGBY, LILY SECREST		
LOU HELLMUTH, MARY CROSS	}	Pedagogical
ANNIE FLOYD, BERTHA JOHNSON		

When the people as a whole recognize the fact that fresh air is as necessary to health as good food and water, no public building will be erected without an adequate system of ventilation. In many countries manufacturers have recognized the need of air for their operatives, have introduced complete systems into their factories from a purely business point of view, and thus paved the way for school trustees, who have not been slow to follow with sanitary improvements in school-houses.

In the summer of '93 the vacation months were spent fitting up the Normal building with a system which has been so successful as to deserve special mention. The plan, in general, is as follows: By means of a powerful engine, water was made to turn two great fans which force cool, fresh air across a number of parallel pipes containing steam, and into large pipes leading to the different rooms. In cold weather the air is thus warmed so that that in the whole building may be changed once in ten minutes without subjecting any one to a dangerous draft.

The air enters each room near the top, and if the windows are closed, as they should be, there is but one place of escape, that near the floor, and on the same side if possible. The air is thus forced to make a complete circuit of the room, removing all bad air before it has a chance to rise.

The Training School building is better constructed for this system of ventilation, but the engine which controls it is at present too small. The Lieutenant-Governor has procured \$3,000 for improvements, however, and these made, the ventilation of both buildings will bear criti-

cal investigation. We hope it will not be long before every large school-house in the State is as well provided.

This is the season when no week passes but some familiar face is absent—some teacher gone for a few days to respond to a call for an institute leader or instructor. These constant calls mean something. They mean a growing recognition of the value of the work done at a professional school like our own, and a reaching out for better methods. Wherever our teachers go they are more than instructors; as here, they are leaders and inspirers to better work in all lines.

Principal Childs and Mr. Rattan attended the Contra Costa Institute together.

At the recent session of the Alameda County teachers our vice-principal, Professor Kleeberger, took an active part.

Mr. Holway, at the San Benito Institute, spoke upon "Elementary Geometry" and "Elementary Science in Public Schools." Miss A. M. Felker, the critic teacher of the Primary Department, read several instructive papers at the Monterey Institute.

Again the students of the Normal and their friends were pleasantly entertained by Miss Ida Bensey in her rendering of "The Tale of Two Cities." For an hour and a half she held the undivided attention of all her hearers. Miss Bensey proved herself a true artist.

Professor Addicott, who has charge of the recess work at present, has instituted a change in the young men's military drill. What was formerly Company B has been divided into Companies A and B; A being composed of sixteen of the most soldierly young men, and B, the remainder. At the end of the week the most awkward man of the "Ideal sixteen" takes his place in Company B, while the best man of this company is promoted to fill the vacancy. The idea is to create a spirit of emulation. So far it has improved the drill very much.

ALUMNI NOTES.

Eva Carnes, June, '92, is teaching in Tehama Co., near Corning.

Mildred L. Overfelt, Jan. '93, is at Santa Ana.

Lizzie A. Fleming, Jan. '93, is teaching in Lincoln, Placer Co.

Fannie R. Mansfield, June, '91, is teaching in the Tuttleton District, Tuolumne Co.

Emma A. Farnham, Feb. '94, has secured the Stone House School, Sacramento Co.

Emeline R. Miller, Feb. '94, is teaching in the Cherry Hill District, San Benito Co.

Alice Treat, Jan. '93, is teaching the Orange District School, San Luis Obispo Co.

Frank E. Haydock, Feb. '94, has the Fairfield School, Yolo Co.

Augusta F. Anderson, Jan. '93, is teaching in the Fairview District, San Luis Obispo Co.

Mollie E. Norton, June, '93, is teaching the Big River Grammar School, Mendocino City.

Inez Tarr, Jan. '93, is teaching in Garden Grove, Orange Co.

Joseph Hancock, June, '94, is principal of the Franklin School, near San Jose.

James Carson, Jan. '94, has been elected principal of the Alviso School, in the Buena Vista School, Salinas.

Ethel McCormick, Jan. '93, is teaching in Mitchell District, Moyo, Mendocino Co.

Marguerite Middleton, Jan. '93, and Mabel Drennan, Feb. '94, are teaching in Santa Cruz.

Alice Fountain, June, '92, holds the vice-principalship of the St. Helena School.

Blanche Emery, of the same class, has a school at Alvarado, Alameda Co.

Adeline Ross, June, '89, is in Fresno, Prairie District.

Jessie Greenlaw, June, '92, is teaching the Olmstead District School, San Luis Obispo Co.

Maud Gardner, '92, is engaged in giving lessons in English in Guatemala, Central America.

Bertha D. Smith, June, '92, is teaching in Central District, San Luis Obispo Co.

Margaret Kavanagh, June, '93, is at Rinconda District, in the same county.

Nina Garwood, Jan. '93, has the Jackson School near Elk Grove, Sacramento Co.

Rose Robertson is located at Clark District, Marin Co.

Carrie Jasper, Feb. '94, is teaching at Sugar Pine, Tuolumne Co.

Edith Stafford, June, '94, is teaching in Rucker District, Santa Clara Co.

Lillian Shirley, June, '94, has charge of the Intermediate Department in one of the schools of Bishop, Inyo Co.

Sophie K. Claus, June, '94, has secured the Estrella District School, about five miles from Paso Robles.

Mary G. Keefe, Feb. '94, is teaching in the intermediate grades of the school in Columbia, Tuolumne Co.

Eliza Geraldson, Jan. '93, is teaching her second term in ~~the~~ primary department of the school in Ophir, Placer Co.

Rose G. Daly, Feb. '94, is teaching in the Columbus District, ~~near~~ Benito Co.

Eunice Locke is teaching in Rio Dell, Humboldt Co.

Teresa Goodman, June, '90, is located at Mt. Pleasant Dist~~ri~~ct, Santa Clara Co.

Louise Adams, June, '93, has the intermediate department of ~~the~~ Elko Public School, Nevada.

Mary C. Brignole, Feb. '94, is teaching in the Rancheria Dist~~ri~~ct, Amador Co.

Alice E. Jones, June, '93, is teaching.

Eli Wright, June, '94, has begun teaching in Vallecito, Calaveras Co.

Alice Barnum, June, '94, has charge of a school at Bridgeville, Humboldt Co.

Laura B. Everett, June, '92, is teaching English, History, and Civil Government in the High School at Sutter City.

Los Angeles Department.

Editors..... { B. F. BEWICK,
ELIZABETH SULLIVAN,
EVA JOHNSTON.

To help along in the line of overcoming a natural timidity or self-consciousness, a literary society has been organized in each section of the Junior and Middle classes. One period each Friday is devoted to the discussion of live topics, to open debates, and to reviews of literature, science, and foreign and domestic affairs. Last year this was tried as an experiment, and the results were so apparent that the Faculty unanimously decided that one period a week could not be more profitably spent than in this way. Each one in the section has an opportunity to take part about once a month. These societies will probably be continued throughout the course; and they seem to forecast a future of comparative composure for those of the present Junior class, who in after years shall be called upon to appear in public.

Improvements still continue to be made on our school grounds. Plows and scrapers have been busy several days at the rear of the new

building, grading the hill for a broad drive. When it is finished, it will afford tourists and others not interested in the inner workings of the Normal School an opportunity to see from all sides the handsome exterior.

REFLECTIONS.

As time rolls on, and life glides by,
Our eyes may backward turn ;
And, as our moments swiftly fly,
For joys of youth we'll yearn.

Yet duty bids us still press on,
Our eyes still forward cast ;
"The miller's corn is never ground
With water that has passed."

To think of brave men's earnest deeds,
May urge us on to fame ;
Yet merely thoughts on such as these
Will yield us naught but shame.

The God who spoke and it was done
Was first to give command
To work while shines the day's bright sun,
Since night is near at hand.

None but those men who with their might
Pressed on with steadfast aim,
Have ever scaled the rugged height
Of eminence and fame.

Long have I pondered, and at last
I think 'tis safe to say
That what's been true for ages past
Is just the same to-day.

B. F. B.

PROFESSIONAL.

The model school at present differs in many respects from that of former years. The average attendance is four hundred thirty, an increase of two hundred eighty-five over last year. There are nine grades now instead of four, as was the case formerly. All the rooms on the first floor and two on the second are reserved for the Model School. There are an A and a B class in every room. During the three periods which the pupil teachers spend daily in the Model School these classes are separated; one class remains in the room, while the other passes to a class-room across the hall. Thus each pupil

teacher has charge of a class of about twenty-five members, for one ~~one~~ period every day.

Each critic teacher has charge of about nine Seniors. On Tuesdays and Thursdays, after school hours, the Seniors meet their critics teachers for help, but they are free to go at other times.

ZOOLOGY.

The Middle class in the school are at present engaged in studying Entomology. It is very interesting to visit their room when they are at work. One student is drawing a passion-vine caterpillar, another is watching the larva "change its stockings," and a third is observing the butterfly coming out of his chrysalis. Others are drawing side views of grasshoppers, front views of katydids, or wings and legs of bees. They preserve those parts of insects whose structure they cannot see until microscope day. Then, while some examine and draw the eyes of all the insects they have studied, comparing each with the other, the remainder of the class examine and compare the antennae or the wing structure of all that they have studied. Each makes a drawing of everything he sees, and, therefore, remembers it better than he otherwise could.

The pupils have an advantage over those of many Normal schools, because they have the use of good microscopes. There is one large one, and there are thirty-six small ones, enough for each to have one; thus the pupil can see for himself what he would otherwise have to learn from books, or, perhaps, not at all. This work in class is merely a foundation upon which the student builds up his knowledge of insects out of school hours, by the use of reference books and specimens.

California State Normal School, Chico.

The work in the Chico Normal progresses earnestly and zealously. Improvements are in progress all the time. A new class room for Biology is being furnished in the museum, and all the work in this branch will be done here. Several new cases have been added, and some fine additions to the specimens. The cases of butterflies and insects that were in the Assembly corridor have been transferred to the museum, and their places will be filled by pictures.

Assembly Hall has been further beautified by handsome busts of Milton and Shakespeare.

Professor Pennell's office has some new pictures: Washington, Pestalozzi and a fine medallion cast of Homer. In the hall hang two new engravings, one of the Coliseum, the other of the Sphinx,—all very valuable and handsome additions.

The Library has received many additions—Thackeray, Elliott, Dickens, and the Waverley novels complete.

"Institute attending" has occupied Professors Ritter and Wilson much of the time during October. Professor Wilson received calls to Susanville and Quincy; sickness deterred him from fulfilling his engagement at the latter place. Professor Ritter will attend the Colusa Institute, and goes to Sutter county early in November.

Mr. S. T. Black, Republican nominee for State Superintendent, made an extended call to the Normal and public schools during a recent campaign visit to Chico. He was at one time principal at Chico, and greeted several former pupils now members themselves of the public school corps.

On the 19th of October, James H. Budd, Democratic nominee for Governor, spent an hour at the Normal, greeting Professors Pennell and Ritter, former Stockton friends. The pupils rendered an extempore musical program in honor of their distinguished visitors.

The death of the dear old "Autocrat" was commemorated by an appropriate and prettily arranged exercise in the Training Department.

The next "Literary" of the Normal Society will be a "Holmes" night. A "Shakespeare" morning has been arranged for a general exercise in Assembly Hall.

The lecture course was musically inaugurated by Herr Aarnold, assisted by local talent.

On the 24th of October, Gen. Lew Wallace delivered a second in the series to a large and delighted audience.

Thus all things go well at the Chico State Normal.

W.

University of California.

The school authorities of Oakland have extended to the Department of Pedagogy of the University of California the privilege of supervising the work of the Tompkins Grammar School, with a view to making it an "Observation School" for both the University and the Oakland school department. The teachers for the different grades are to be chosen from those now employed in corresponding grades in the city schools. A kindergarten is to be added, and such changes in the

course of study and the methods of instruction as may seem desirable will be made. The school is situated in one of the poorer parts of the city, below Market street, and between the broad-gauge track and the creek. Mr. C. E. Markham has been at the head of the school for the past few years, and has the reputation of being one of the best school principals in the city. He will coöperate heartily in the new experiment.

Professors Brown and Bailey, of the University, declare their intention of moving slowly and carefully in the matter, and disclaim any purpose of making the school a ground for the exploitation of educational novelties. Probably the lower grades will be directed in a general way from the University after the holidays, and the upper grades be left as they are until some months later. The University classes engaged in the observation of schools are expected to continue the visitation of schools in Berkeley, Oakland and San Francisco, as heretofore, but will also have special advantages in the study of educational method and procedure in this school.

An important addition has recently been made to the Pedagogical section of the library of the University of California in the shape of a complete set of the German educational periodical, the *Rheinische Blätter*, from the first number up to the present date. There are one hundred and five volumes of the work. The magazine was founded by Diesterweg in 1827, and was continued by Dörpfeld, who died a year or two ago.

The advanced sheets of the "Illustrated History of the University of California" are now out, and the book itself is expected about November 1st. It is edited by William Carey Jones, Professor of Jurisprudence in the University. The book will be profusely illustrated with half-tone engravings of professors, regents, founders, and others prominently connected with the history of the University. It will contain features such as the character, life, and organization of the student body, history of public schools, and the relation they bear to the University; the history and personnel of the Board of Regents and Faculty.

The University has just received a gift of a valuable library from a man who has given his services to education in this State, whose main accumulation has not been in dollars but in books—with the

judgment that need and special training alone can give. Along with this arrangements have been completed with the State Library at Sacramento, by which the University may be accommodated whenever any reference works are desired by a student or professor. By this means the capacity of the two libraries are doubled.

The newly-presented library, numbering 2,014 volumes, has been but now given to the library of the University by the widow of its former owner, the Rev. E. B. Walworth. Mrs. Sarah B. Walworth gives the books of her husband as a memorial to him, and they will be known as the Walworth collection. The library consists of about 1,000 volumes on theology and the other half on the practical subjects that attract an educator at work in the world. The lot is a valuable addition to the University library, and will raise the library to a total of 58,600 volumes. The Rev. E. B. Walworth was for a number of years a trustee of the College of California, and was the organizer and for ten years the president of the Pacific Coast Female Seminary, located in Oakland.



THE next N. E. A. will very probably meet in Denver, some time early in July.

A FEW superintendents have not yet sent us revised lists of school clerks. Will they please do so, in order that clerks may have no reason to complain?

AMPLE preparations are being made to entertain the State Teachers' Association, which meets in Santa Cruz next month. An unusually large attendance is expected.

SPECIAL pains are taken to mail THE JOURNAL each month to all who are entitled to receive it. We gladly send duplicate numbers to those who fail to get their copies, if we are duly notified.

WE call the attention of our readers to the noble institution at Ione, and to the opportunities afforded by the Polytechnic School at Pasadena, of which more will be said later in the JOURNAL.

SUPERINTENDENTS are beginning to report that the change in the Library Law is making trouble. Many trustees are disposed to set aside the minimum amount, five per cent, and both superintendent and teacher are obliged to do missionary work.

WE shall feel obliged to secretaries of County Institutes if they will furnish THE JOURNAL with summaries of the minutes of Sessions. It is our wish to give a notice of all the Institutes, but we frequently find ourselves without data.

DR. OLIVER WENDELL HOLMES, the poet and the last of a generation of great writers, including such men as Bryant, Longfellow, Whittier, Lowell, and Emerson, died at his home in Beacon street, Boston, October 7th. His end was quiet and serene, befitting so beautiful and noble a life.

THE following editorial notice is from the *Western Teacher*, and, as it is applicable to THE JOURNAL also, we quote: "A subscriber is responsible for the payment of all arrears, and his order to stop the paper is of no legal force until the back dues are paid. Asking the postmaster to order it stopped, sending back the copies received, refusing to take it from the office, etc., are merely childish performances, which count for nothing. There is one sure, safe, legal, honest and courteous way to stop a subscription—and only one. Here is the recipe: Pay up all dues to date, and order it discontinued."

WE call to mind an evening's entertainment at an institute in this State where the dignified President of a University shared time with "O'Grady's Goat." The recitation was funny enough, but somehow the immobile face of the distinguished speaker who was to follow, seemed to say that there was a mistake somewhere. Superintendent and teachers felt the humiliation, but so it happened. It is a safe proposition to give a speaker of known ability whom the public have come to hear, the entire evening, save for some good music which is always in order. If desirable some other evening of the week could be devoted to a mixed program where everybody would be expected to laugh, and amusement rather than instruction characterize the occasion.

THERE died recently at Lake Tahoe one of the pioneer teachers of the State, A. H. Goodrich, well known throughout Placer and El Dorado counties, where he had lived since 1850. Mr. Goodrich was twice Superintendent of Schools in Placer county, and served for twenty years on the County Board of Education. Mr. Goodrich was a native of Canandaigua, New York, where he was born in 1820. He belonged to the older generation of teachers, was zealous in his work, and broad and general in culture. Many of his former pupils, now

grown to manhood and womanhood, owe to his earnest teaching their intellectual quickening. He was buried upon the shore of Lake Tahoe, where he had spent so many seasons studying the birds and trees and flowers and rocks he loved so well.

IN arranging their institute programs, superintendents are sometimes severely tried by the importunity of friends of local talent to have their favorite appear, especially on the evening program. Every community has some generally recognized talent that is always welcomed; there are those, however, who, in the choice of their selections, are not always happy. In all cases the Superintendent should know the character of the recitation, if recitation it be, that is to be presented. If unsuitable to the particular occasion, however unobjectionable it might be on other occasions, it should be denied a place on the program. The evening's entertainment should be effective as a whole, and while it may be desirable to present a variety, there should be no glaring incongruity.

ALTHOUGH the Legislature four years ago dropped Entomology from the list of studies required to be taught, and declared that oral instruction would be sufficient in three or four other subjects, the country district teacher still finds the burden of her work great because of its range. Granted that each of the dozen subjects now enumerated in Section 1665 of the Political Code has enough friends to keep it there, it must follow that, under the requirements of County Boards of Education, the teacher will be obliged to find relief in the correlation of studies. Her school program will present recitation or working periods in which geography, history or natural science, for instance, will each in turn be the major; but reading, penmanship, spelling, and other lines will also receive attention. "Combination exercises" is the term used by many teachers. To-day the main effort will be put on geography, but history will play its part, although subsidiary. To-morrow it will be history with geography recognized as contributory. A lesson on natural science will be at once reading, language, spelling, writing and drawing exercise. In doing this the teacher will be obliged to struggle against the mention of recitation routine and bondage to text-books; she will, moreover, be confronted by the prejudice of the adult community which was taught the other way; namely, by the conning and reciting of one or more distinct lessons each day in each subject. County Boards can help teachers in this direction, by suggestion, by adaptation of the course of study to

this end and by publication of typical exercises in the Manual. The teacher will thus have thrown about her, not only the sanctum of authority, but its express command. The educational theorist and reformer is always in advance of the profession; the teacher in turn, is usually in advance of her patrons. Leaving out the question of the fad and faddism, it must be conceded that this is an age of unrest, an age of experiment in educational fields corresponding to the unrest in other directions, and the teacher is taxed to the utmost to keep her place, hold her influence and prosecute her work successfully. She needs therefore every support that wise counsel, faith in the final issue, and the backing of authority can afford.

THE Supreme Court has rendered another decision of interest to teachers and to county and city officials. The San Jose *Mercury* observes :

The effect of the decision will be that county and State moneys apportioned to the city for school purposes will remain in possession of the County Treasurer until regularly drawn by the teachers on their warrants, and the moneys raised by city taxation will be kept by the city treasury, thus dividing the city school funds and making a great deal more work for the county officials.

The case in point was that of Louis Bruch, principal in the public schools of San Jose, who asked for a writ of mandate to compel the City Treasurer to pay him his salary.

The opinion holds that the Legislature exceeded its authority in amending the Act in 1893 by which the City Treasurer was made custodian. It declares the law authorizing the City Treasurer to have custody of State and county school moneys invalid, because it violates the requirement of uniformity and the provisions prohibiting special and local laws in the management of the common schools. On this ground, therefore, the writ of mandate was denied.

This will bring up again the question of the importance that city teachers should hold county certificates. In the city of Oakland the Superintendent will perhaps draw upon the city fund for those teachers who hold certificates which the County Board cannot recognize drawing for the others upon the State and county funds, which under this decision must be paid out through the county offices. It will be interesting to note on which fund the order for the salaries of superintendent and assistant will be drawn.

The decision seems to settle the position, long maintained by the editor, that all certificates should come from the County Board of Education. It will be an interesting speculation also whether all the school funds of a city should not be held by the County Treasurer and paid out on requisition of the County Superintendent. In this

view the annual levy of city school tax would follow the course of a special tax voted in a districtschool. Another query : Should the annual tax for cities not be levied by the Board of Supervisors ? In short, is not the city, *as a school district*, under the control of the county government as fully as the most obscure school district in the county ?

Under the present high school law a City Board of Education is also the High School Board, where a high school is maintained. Are the meetings of such a Board legal if not held in the high school building ? Again, under the same law, the High School Board estimated the amount needed for the high school each year. Supposing that this power is constitutional (which is a question), has the Council or any city official power to reduce this estimate ? Superintendents and High School Boards would do well to look into this.

The Preston School of Industry.

THE following letter will be of interest to teachers, in the northern portion of the State especially :

EDITOR AND MANAGER PACIFIC EDUCATIONAL JOURNAL—*My Dear Sir :*
Yours of recent date to hand, and contents noted. I am very glad to say a word in regard to our school, for I believe that the better we are known the more *real good* we can accomplish.

We have just started our schools, and find that the boys are taking much interest in that part of the work. We expect to give our boys the opportunity to perfect themselves in such branches of education as are given in the Grammar grade of the public schools.

Our Trade School building is completed, but our work in that department has not been carried on to any extent as yet. We are especially anxious for the teachers of the State to understand what we are doing, for they, of all persons, outside of the boys' parents, are acquainted with the needs of the rising generation.

It is not our desire to encourage the commitment of boys to this institution, except in those cases where all other means seem to be of no avail. We believe, that with the coöperation of all who are interested in the welfare of our boys, that we will be able to accomplish much for their good. Some boys are committed to these institutions, who would undoubtedly be as well off were they put under the care of some good family instead of being sent here. In other cases the boys are allowed to go on in their evil ways much longer than they ought to be, and then the chances for working a reformation are much lessened. It is difficult to always know just what is best, but, with a fuller knowledge of our work, I believe that the good people of California will be able to do about what is right.

E. CARL BANK, Superintendent.

We present a view of the Administration Building in the frontispiece of this number of THE JOURNAL, and from the Circular of Information we quote :

"The Preston School of Industry is located about one and one-half miles from Ione, Amador county, California, on a beautiful eminence, which affords a fine view of the village and the surrounding country.

"Ione is a town of about eight hundred inhabitants, and is nearly forty miles southeast of Sacramento, and about one hundred and forty miles, by rail, northeast from San Francisco. It is the terminus of the Amador branch of the Southern Pacific Railroad, which connects with the main line of that road at Galt.

"The institution is under the control of a Board, consisting of three members, who are appointed by the Governor for terms of four years each. The Board appoints the Superintendent, Secretary and Military Instructor; all other officers are appointed by the Superintendent, with the consent and approval of the Board; the present Trustees are: E. M. Preston, Nevada City; Adam Andrew, Sacramento; Fayette Mace, Ione.

"The school was named in honor of Hon. E. M. Preston, who originated and introduced the bill which established the institution, and who was subsequently appointed President of the Board of Trustees.

"No person is given employment whose habits of life are not in every way exemplary, and no one will be retained in the service who does not prove to be fitted for the work.

"The institution is designed to be a place of reformation for boys whose habits of life and environment are leading them toward a criminal career. It is not conducted on the plan of a penal institution, but rather, as its name indicates, as an Industrial School; and thus the reformation is not accomplished by any retributive or punitive means, but rather by proving to the boys the value of good conduct and a good reputation, giving them an education, and teaching them some means of earning a living.

"The school consists of three departments, namely: Academic, Military and Industrial; and each boy is a pupil in each department.

"In the Academic course we give to a boy of ordinary intelligence, whose stay with us is not limited, an education equal to the Grammar grade in our public schools. Each boy attends school four and one-half hours each day, either in the forenoon or afternoon, and the other

half day is spent at work, with a certain time allotted each day for recreation.

"In the Military Department the boys are taught daily by competent instructors, in such branches of military training as are ordinarily used in the Government service, giving especial emphasis to those parts which secure to the cadet an erect and soldierly bearing, a neat appearance, respect for superiors, and prompt and cheerful obedience to orders.

"In the Industrial Department each boy is given the opportunity to gain a knowledge of some vocation, which will be of practical assistance to him in after life, and help him to earn living wages as soon as he leaves the school.

"Besides doing all the work about the buildings and grounds, we are able to use a larger number of boys in carrying on our various farming operations. We have about three hundred acres of land, and aim to produce the larger part of fruit, vegetables, hay, grain, etc., which we use.

"A soon as practicable, we expect to make our own clothing and shoes, with boy help, and also establish printing, carpentry, blacksmithing and plumbing departments.

"Our whole aim is to so train the boy's hand and brain that he may become a useful member to society, as well as a credit to himself and to the institution.

"To any one contemplating asking advice about sending any particular boy to this school, we would respectfully decline to comply with such request. To advise sending a boy would be equivalent to saying that we would guarantee reformation; to discourage the commitment would be to confess a lack of faith in our work.

"On general principles, we can say that it is our *opinion* that there is *no school* yet in existence which is *equal* in *every way* to a *first-class home*; but where such a home is wanting, whether from inability to provide for, or to properly govern, and where the child is growing more and more into evil ways and evil habits, we think that a course of training in an institution of this kind will more than likely result in good.

"Please notice the following points:

"1. Only boys committed by a Court of competent jurisdiction are received; there is *no other way*.

"2. Commitments made by Police Courts and Justices' Courts

must be approved by the Superior Judge of the county, and his approval must be indorsed upon the warrant of commitment.

"3. "Only boys between eight and eighteen years of age can be committed.

"4. No boy of unsound mind, or one who is subject to epileptic fits, or who has a contagious disease, will be admitted.

"Blank forms of commitment will be furnished on application to the Superintendent.

"We would urgently request that every boy be committed "until he shall arrive at the age of twenty-one years," etc. Not that we may keep him in the institution until he has arrived at that age (for we seldom do that), but that we may send him out before that time, and still retain a restraining hand on him.

"This control and authority over the boy after his leaving the school is one of the most important factors in the work, and without it many boys might return to their evil ways before they were fairly started in the habits of well doing. With this control over him the boy feels that he is yet responsible to the institution, and he therefore has a great incentive to so conduct himself that he will not be returned. After he has gotten well into habits of industry and right living under all the influences of his every-day life, he is very certain to make a success of life."

Letter from W. S. Monroe.

MARKT 19 HINTERHAUS, JENA, GERMANY, Sept. 23.

MY DEAR FISHER:

I am at last settled down in the old University city of Jena, with its crooked streets, protruding blocks, jutting cornices, and with unequal and winding passages which are always loud with the whelp of long-haired dogs and the clatter of wooden shoes. The University does not reopen until the 22nd of October. Meanwhile I am giving all my time to "die deutsche Sprache;" and I find it by no means easy. But I am making quite as rapid progress as I could well expect.

Of my long and seemingly perilous transcontinental trip, occupying in all twenty-nine days, you doubtless have heard. But I reached Boston at last; and after a brief visit there and at Hartford, I sailed from New York the 30th of June for Glasgow. I was ten days in Scotland; three weeks in England; a week in Belgium and Holland,

and some days in Rheinish Prussia, before coming on to Germany and settling down.

My time in England and Scotland was occupied chiefly in visiting schools, colleges and universities, hospitals, jails, asylums, libraries, and institutions for defective, dependent, and delinquent children. As you are aware, one phase of my mission to Europe was to look into the question of educating abnormal children; and I am finding many splendid institutions.

I went to Antwerp to see the International Exposition, and more particularly the educational exhibit. But I found nothing especially strong. Antwerp itself is a most interesting old city with its ancient houses, its jousts, its pageantries and its antique Flemish customs; with its venerable old cathedral, with beautiful façade, stately tower, and the splendid allegorical masterpieces by Rubens; with its great, busy docks receiving and sending to the ports of the world over a hundred ships and vessels every day; and with its choice Palais des Beaux Arts, containing many of the brilliant and forgotten colors of Van Duyck, Rubens, Jordeans, and Teniers. While in Holland, I made a pilgrimage to Naärden and visited the grave of Comenius.

From Cologne to Bingen, I made the trip up the Rhine by steamer —a glorious ride.

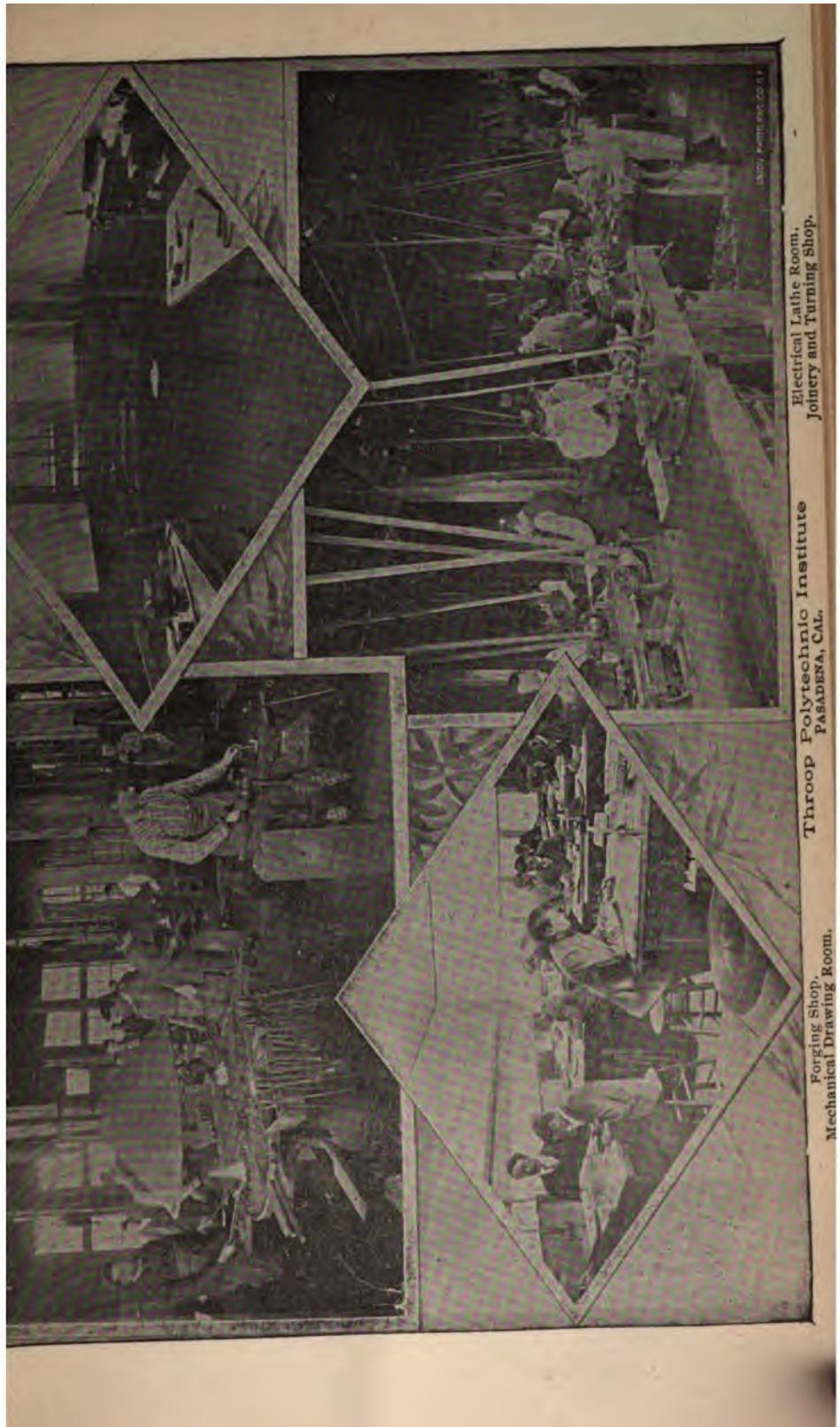
But it is all too long to tell in a letter. Tell me what is happening, and send me the JOURNAL each month.

Very cordially,

WILL S. MONROE.

PRES. KELLOGG, of the State University, has received a letter from the French Consul of San Francisco informing him that Baron de Coubertin, who visited this Coast during the progress of the Midwinter Fair and took a great interest in the educational institutions of California, has offered to establish a medal to be known as the "Carnot Medaille," to be competed for annually by two students, each chosen by the Faculties of the University of California and the Stanford University, in debate on some subject involving consideration of French affairs. Baron de Coubertin visited Berkeley and Palo Alto while he was here, and this gift is in remembrance of his visit and the kindly spirit toward France which he found upon the Pacific Coast.





Throop Polytechnic Institute
PASADENA, CAL.

Forging Shop.
Mechanical Drawing Room.

Electrical Lathe Room.
Joinery and Turning Shop.

OUR LIBRARY TABLE.

MAGAZINES.

THE November *Century* contains the opening instalment of the new "Life of Napoleon," by Professor Sloane. Among the many illustrations is a new portrait of Napoleon, the reproduction of a crayon sketch made by a comrade in 1795, the original of which was found after a long search, undertaken by *The Century* in a collection of drawings at the Louvre, not exhibited. Charles Dudley Warner has written an interesting sketch of Professor Sloane, which appears in this number.

WHEN a woman is at her best, mentally and physically, is a question which receives adequate answer at the hands of representative women in the November *Ladies' Home Journal*. For this issue Mr. Wenzell has designed an attractive cover, which does its part toward making the Thanksgiving number a particularly attractive one. The *Journal* is published by the Curtis Publishing Company, of Philadelphia, for ten cents per number and one dollar per year.

THE November number of *St. Nicholas* bears rich promise for the coming year with the opening chapters of a Napoleon romance for young readers. There are many bright sketches and tales, clever poems and jingles. As usual, it is profusely and brilliantly illustrated.

Art Education, a journal devoted to Manu-mental training, is a new periodical, devoted to the promotion of Art Education in its broadest and best sense. The initial number is a treasure for a progressive teacher, and there is abundant promise of more and better things yet to come. The subscription price is only 75 cents per year. Address, J. C. Witter & Co., 853 Broadway, New York.

THE *Overland Monthly* promises many interesting articles for 1895, by a host of writers, old and new, on subjects illustrating the life on the great West Coast. There will be a beautifully-illustrated Christmas supplement with the December number. This holiday number will contain an interesting discussion on the past history of the Mission Indians. Rounseville Wildman will contribute another Malayan sketch. There will also be a series of biographical sketches of distinguished pioneers of the State.

THE *North American Review* for November has articles on "The Possibilities of Anglo-American Re-union," by Captain Mahan and Lord Beresford, that will attract wide attention. An interesting and instructive paper by Senator Mitchell, of Wisconsin, describes "How a Law is Made." The Japanese Minister at Washington gives his views on the war with China. Other important contributions add to the value of this excellent number.

THE November number of *Scribner's Magazine* has for its leading article one of especially timely interest on "Election Night in a Newspaper Office, written by Julian Ralph, one of the New York *Sun's* most valued special correspondents, and a newspaper man of wide experience. The frontispiece of the number is a reproduction of "Louis Deschamp's great painting, "Charity." It is another of Mr. Hamerton's selections, who contributes an entertaining biographical sketch of the artist.

THE second number of *The New Science Review* contains a variety of articles, almost every one of absorbing interest. The list of contributors contains many of the noted scientists of our day. The magazine has fully demonstrated that it is worthy of support, and the progressive teacher or student will find in its pages just what he has long desired to have, a carefully edited "Miscellany of Modern Thought and Discovery." Published by the Trans-Atlantic Publishing Company, Philadelphia. Subscription, \$2.

BOOKS.

NATURE STORIES FOR YOUNG READERS, by Florence Bass, is a little book for the lowest classes in school. The stories are concerning insects or other animals that the children may observe for themselves. Besides the practice they will get in reading of things in which they are more or less interested, it will teach them to have sympathy for the lower members of the animal creation and to be kind to them. The author discourages the pulling to pieces and naming of parts of animals, thinking that that is work that more properly belongs to older people. The book has many appropriate illustrations. D. C. Heath and Co., Boston. 35 cents.

AFTER five years of labor, with the help of two hundred and forty-seven editors, and the enormous expenditure of nearly one million dollars, the Funk & Wagnalls Co. announce that the last page of the second, the concluding volume of the new Standard Dictionary will be ready for delivery in November. The sales are phenomenal. The publishers have a mathematician who has figured out that if the copies required to fill the advance orders were laid one on top of the other, the stack would be over three miles high, and laid end to end would make a path over fifteen miles in length. A general agent in Michigan startled the publishers by an order for two car loads (43,000 pounds) of dictionaries, to be sent as soon as Volume II is ready. Progressive teachers all must have it. Write to the publishers. New York City.

BIRDSEYE BLAKEMAN, who died September 30th, at Stockbridge, Mass., was president of the American Book Company from the time of its organization until the spring of 1893. Mr. Blakeman was for fifty years in continuous and active connection with the school book interests of the country. Among the qualities which marked his business career may be noted remarkable quickness of discernment and accuracy of judgment; a fine consideration for all with whom he came in contact, especially his associates and employés; courage and steadiness in the support of men and policies to which he had committed himself. These qualities, mingled with a generous faith in human nature, made him strong as an associate and leader, and endeared him to every one who was brought into business or personal relations with him.

ELEMENTS OF ALGEBRA. For beginners in Grammar schools. By Wm. J. Milne. Published by the American Book Company, Chicago. This is a new book, prepared especially for boys and girls in the Grammar grades. The purpose has been to make the study interesting. At the very beginning he is interested in a new and easy way of solving problems. This book is not too rigidly scientific to be beyond the comprehension of children.

FIRST LATIN BOOK. Ginn and Co., publishers. Collar and Daniell have prepared this text-book for the purpose of affording schools a shorter, but not less thorough, work than "The Beginners' Latin Book." There are no important deviations from the method of the larger work, but the increased simplicity and clearness in the text generally, and the abbreviated exercises for translation are commendable features when it is desired to shorten the time to be devoted to this line of work. The book is typographically a credit to the great publishing house by which it is issued.

AN ELEMENTARY CHEMISTRY has been prepared by Prof. G. R. White, of Phillips Exeter Academy. The work commends itself to the practical teacher, because it is little more than a reproduction of the author's work in his own classroom. Few of our teachers are specialists in this line, hence a work of this kind, written by a specialist who is actually engaged in class instruction, will receive a warm welcome. It is not expected that the book will take the place of an instructor, but it will be found of great service in supplementing the work of instructors whose time is limited. The mailing price of the book is \$1.10. Published by Ginn & Co.

NO. XXVII of the International Education Series, published by D. Appleton & Co., N. Y., has the title "Systematic Science Teaching." The author is E. G. Howe, of Champaign, Ill., and Dr. Harris, the editor of the comprehensive series of which this work forms a part, believes that in the happy selection of objects in the fields of nature study and in the detailed hints and directions to the teacher and pupil, the author has succeeded in preparing a manual of instruction that has long been in request for use in elementary schools. The lessons as presented have been used for many years in the schools of Chicago and elsewhere, and the results have been very satisfactory. Inorganic nature, astronomy and physics, including chemistry, are taken up. In organic nature, plants and animals are studied. The fruits of the systematic teaching which Mr. Howe has so fully outlined have demonstrated the value of science study in the primary and grammar grades, and teachers who desire to take up this line of work should study the order and methods of presentation as set forth in this manual. 326 pp., price \$1.50.

SILVER, BURDETT & CO., Boston, New York, Chicago, publish "Beacon Lights of Patriotism," by Gen. H. B. Carrington. This is a handsome volume of 443 pp., comprising several hundred choice selections. In the twelve parts into which the book is divided, are many gems for declamation, recitation, or study. The text is followed by programs for Memorial days, our National Songs, a Biographical Index of Authors, an Alphabetical Table of Contents, and a pronouncing and Defining Vocabulary of nearly 1,600 words, rendering neither encyclopedia nor dictionary necessary in the use of the volume. It has been so adapted as to be valuable for schools of all grades, to family circles, Christian Endeavor, and all other organizations of the young. Price 80 cts. single copy postpaid.

A LABORATORY MANUAL IN ELEMENTARY BIOLOGY, by E. R. Boyer, Extension Department, University of Chicago. This manual has been arranged to meet the demand of high schools and preparatory institutions that make laboratory work the basis of their studies in zoölogy and botany. The author has succeeded in arranging an excellent series of studies bearing on the leading charac-

teristics of animals and plants, and as the work is the outgrowth of actual experience in the class room, other teachers will find it not only systematic but comprehensive and practical. Published by D. C. Heath & Co., Boston. Price, 80 cents.

THE American Book Co., publishes "Second Book in Physiology and Hygiene," by Dr. J. H. Kellogg. The author has aimed to teach things rather than names, and the pupil who uses this book will not find his progress toward a knowledge of these important subjects impeded by a formidable array of technical names. The work is untechnical, yet it sets forth a more complete statement of the facts of modern physiology than any other work of its class that we have examined. Experienced teachers will recognize the advantage of such a text-book, and we predict for it a large sale. The price is 80 cents. 291 pp.

GEOMETRY IN THE GRAMMAR SCHOOL. An Essay, with Illustrative Class Exercises and an Outline of Work for the Last Three Years of the Grammar School. By Paul H. Hanus, Assistant Professor of the History and Art of Teaching, Harvard University. Paper, 45 pp. A copy will be sent to superintendents of schools and to teachers on receipt of 25 cents. D. C. Heath & Co., Publishers, Boston, New York, Chicago.

J. N. LENTELL, C. E., San Francisco, has compiled and published a magnificent railroad, township and educational map of the State of California. The map is larger than any heretofore published for school and office use, the scale being ten miles to the inch. Mr. Lentell has made use of the very latest official and authentic sources for this compilation, and has produced a very valuable map. In addition to the representation of the State proper, the map contains in reduced size the Geological map, the Climatological map, and the Congressional District map of the State; also a reduced map of the United States, historical and statistical tables of great value, lists of officials, State institutions, and much other valuable information. For information, teachers and school officers should address J. N. Lentell, San Francisco.

LEE & SHEPHERD, Boston, have published "Special Kinesiology," the most complete and practical treatise on educational gymnastics which has yet appeared in our language. Baron Nils Posse, the well-known head of the Gymnasium and Normal School of Gymnastics, Boston, is the author. The basis of the work is the previous publication of the Baron under the title of "Swedish Educational Gymnastics." The original work has been revised completely, greatly enlarged and the title changed. The author shows quite conclusively that the Swedish system of pedagogical gymnastics is the only rational one, based as it is upon the systematic gradual and harmonious development of both mind and body. Its process is scientific and its beauty artistic. He holds that it is not enough to train the child that he may become strong and skillful, but that the poise and grace and potentiality of the truly physically educated must be secured by the practice, in graduated effort, of the subtly contrived exercises by which the Swedish system develops the power to execute all the variations of human activity. The book is filled with explanatory illustrations, and by the aid of the exemplifications any one can readily lay out a course of systematic exercises. The price of the work is \$3.00.

A VERY valuable reference book for the teacher is "Definitions of Geographical Names, with Instructions for their Correct Pronunciation," by Dr. Konrad Gauzenmuller, New York. The object of this work is to clear away much of that which bogs the study of geography by showing that the names are not mere sounds, but significant forms capable of interpretation. The book may be obtained of Kurt Moebius, 39 E. Nineteenth St., New York, by remitting 80 cents.



NOVEMBER, 1894.

J. W. ANDERSON - - - - - Superintendent of Public Instruction
A. B. ANDERSON - - - - - Deputy Superintendent of Public Instruction

[State Supt. Anderson has prepared no report for this department of the JOURNAL this month.—ED.]

CALIFORNIA SCHOOL ITEMS.

A NEW \$10,000 school-house will be built in Colfax.

NAPA CITY has a fine, new \$8,000 school house ready for occupancy.

W. P. MILLIKEN, of Fairmont, Minn., has taken charge of the science department of the Riverside High School.

GOVERNOR MARKHAM has appointed Gen. N. P. Chipman, of Red Bluff, as trustee of the Chico State Normal School, vice J. S. Cone, deceased.

MISS SARAH E. SPRAGUE, for many years identified with education in Minnesota, has taken charge of the department of literature in Throop Polytechnic Institute.

PROF. A. S. COOK, formerly Professor of English Literature in the University of California and now in charge of the English department at Yale, states that the best teaching of higher English is done at the German Universities.

GOVERNOR MARKHAM has pardoned Ex-Superintendent Foss, of Plumas county, who had been sentenced to San Quentin for embezzling school funds. When he is released he will probably return to Hawaii, whence he was extradited to answer the charge upon which he was convicted.

THE Larkspur new \$5,000 school-house, Marin county, is a beautiful structure, and the residents of the district have reason to be proud of it when completed. Owing to the liberality of Frank M. Pixley, in deeding land *gratis*, the grounds surrounding the building are large and spacious.

THROOP Polytechnic Institute has opened the new term with 300 students enrolled. The extension of the equipment now installed comprises a full steam power plant and machine and pattern shops outfit, also electrical, chemical and biological laboratory outfits, with a Sloyd department, and special courses in domestic science.

THE educational exhibits at the district fair in Merced, by the pupils of the several departments of the Merced public school, was very creditable work. Every branch of science was neatly represented, and all the work bore neatly hand-painted covers. The kindergarten exhibits by the little tots were very interesting, and the philosophical apparatus in practical working order was quite an attraction.

MRS. KATE DOUGLAS WIGGIN, who will become Mrs. George C. Riggs in the early spring, is not, as she is often said to be, an English writer. She was born at Calais, Me., where some members of her family still reside. She is well known in California in connection with her work in the Silver Street Kindergarten, San Francisco, in the latter '70's. She has named her summer home in Maine "Quillcote," and there she does most of her literary work.

THE San Francisco Board of Education has agreed upon the plans and probable cost of an eight-room school building that is to be erected on the southwest corner of Collingwood and Nineteenth streets. The plans are arranged in conformity with modern ideas of sanitation and convenience to teachers and pupils. The cost of the building is estimated at \$20,000, and the money is now available from

the income derived by the city from the rent of the Lincoln school lots at Market and Fifth streets.

THE University of California announces that during the present term the following University courses, free to the public, will be given in the Mark Hopkins Institute of Art, corner of California and Mason streets : Geology : Lectures by Professor Joseph LeConte. Greek : Readings and translations by Professor E. B. Clapp. German : Lectures by Professor Henry Senger. By arrangement with the Young Men's Christian Association the following courses will be given in its building, corner Mason and Ellis streets : History : Lectures by Professor Thomas K. Bacon. English : Lectures by Professor William D. Armes.

AT a meeting of the Associated Students and Alumni of the four professional colleges of the State Universities, held in San Francisco, the following resolution was adopted : "*Resolved*, That we use every legitimate means to secure the election of legislators favorable to the interests of the University of California, and to the passage of a bill to appropriate a quarter of a million dollars for a building in San Francisco to contain the four professional colleges of said University ; said building to be fitted up with all the appliances, libraries, etc., as per bill of 1892, which passed the Legislature, and was lost by veto of the Governor on the ground of economy ; and also to secure the conversion to the object of this resolution of all legislators after election.

A HANDSOME library building, to cost \$150,000, is to be erected at Stanford University. A duplicate of this building will be built 100 feet away, and will be devoted to the uses of a museum and laboratory for the natural history department. These buildings will stand in front of the present quadrangle, and will subsequently be connected with other buildings. These, with a monumental arch eighty-six feet high in the center, will constitute the facade of a group of buildings, and will be part of the outer quadrangle. Other buildings to be erected are a memorial chapel, a girls' dormitory to cost \$250,000, and a chemical building to cost \$50,000. The intention is to increase the present facilities during the next two years so as to provide accommodations for 2,500 students.

MISS NORA SMITH, principal of the Silver Street Kindergarten, San Francisco, has added to the work of that institution another interesting feature, in the form of mothers' meetings, which, though introduced, will receive still more attention during the

coming year. The meetings will occur on the third Friday of each month, and the series has been arranged to afford the fathers and mothers an insight, as far as possible, into the theoretical and practical aspects of kindergarten work, thus enlisting their co-operation in the forging of the links between home and school, and securing for the children a more intelligent home appreciation of work performed in the kindergarten. There will be alternate meetings for theory and for observation, at the latter of which the parents will observe the children at work and play.

LOS ANGELES COUNTY.—Principal Spencer, who had charge of the San Fernando schools for seven years, has charge this year of the San Pedro schools.—The Educational Association of the County Teachers held a meeting in the Los Angeles High School building October 13th. A number of interesting addresses were given. That of Superintendent Search was listened to with special attention. The officers elected for the ensuing year were Professor Hutton, of the State Normal School, president; Mr. Hutchinson, secretary; and Mr. Mallard, of the Los Angeles County Board of Education, treasurer.—The Burbank school, on account of the building being repaired, did not open until Monday, October 15th, 1894. Mr. Chandler and Miss Lamb were engaged as teachers, making their second term in that thriving little town.—The Newhall School District has voted a special tax of \$1,000 to provide additional school facilities. Principal John E. Wright is now serving his fifth term in this school, and Miss M. E. Johnson is serving her third term as assistant.

Business Notices.

RUDY'S PILE SUPPOSITORY.—Is guaranteed to cure Piles and Constipation, or money refunded. 50 cents per box. Send two stamps for circular and Free Sample to Martin Rudy, Registered Pharmacist, Lancaster, Pa. No postals answered. For Sale by all first-class druggists everywhere. N. B. Greensfelder & Co., Wholesale Agents, San Francisco, Cal.

In getting together suitable material for Reception Days, Special Days, and exercises of all kinds, difficulties vanish in the reading of E. L. Kellogg & Co.'s (New York) catalogue of books, cantatas, etc. All the best published are kept by them at lowest prices. For Columbus Day they furnished more material of this nature than all other firms together. Nowhere else can these books be found in such variety, and at such low prices. To anyone answering this advertisement, and sending 10 cents, a copy of Hughes' "How to Keep Order" will be sent with the catalogue.

A CHANCE TO MAKE MONEY.—The times are hard, but there always seem to be opportunities for those who are willing to work. In the past month I have made \$175 above all expenses, selling Climax Dish Washers, and have attended to my regular business besides. I never saw anything that gave as general satisfaction. One should not complain where they can make over \$6 a day, right at home. I have not canvassed any, so anxious are people for Climax Dish Washers, that they send after them; any lady or gentleman can do as well as I am doing, for anyone can sell what everyone wants to buy. I think we should inform each other through the newspapers of opportunities like this, as there are many willing to work if they knew of an opening. For full particulars address the Climax Mfg. Co., Columbus, Ohio. After you have tried the business a week, publish the results for the benefit of others.

Teacher (natural history class): You will remember that, will you, Tommy—that wasps lie in a torpid state all the winter?

Tommy: Yes, 'm; an' I'll try to remember that they make up for it in the summer.

"What is the meaning of the word tantalizing?" asked the teacher.

"Please sir," spoke up little Johnny, "it means a circus procession passing the schoolhouse and the scholars not allowed to look out."

THE Pacific School Furnishing Company,

WILLIAM L. OGE, General Manager.

Has Lately been Organized, **Outside the Trust**,
To SAVE SCHOOLS FROM THE EXORBITANT PRICES OF THE
COMBINATION.

FURNITURE, APPARATUS, LIBRARIES,
and GENERAL SCHOOL SUPPLIES
20 per cent. to 30 per cent. Below Trust Prices.

WE FURNISH ABSOLUTELY EVERYTHING THAT SCHOOLS
BUY IN WAY OF MERCHANDISE. ALL GOODS FULLY
WARRANTED.

REFERENCES:—State Superintendent of Public Instruction; City
and County Superintendents throughout California; the PACIFIC EDUCATIONAL JOURNAL, and a thousand schools using our supplies.

THE PACIFIC SCHOOL FURNISHING COMPANY,
723 Market Street, San Francisco.

Cheney's Pacific Coast Bureau of Education

Recommends properly qualified High School teachers, grade teachers, professors and instructors for Normal Schools, Principals and teachers for Academies, Seminaries and Kindergartens, Specialists in Music, Drawing and Painting, and Physical Culture. References required and given.

ADDRESS:—

MAY L. CHENEY,
WARREN CHENEY, } Managers.

300 Post St.

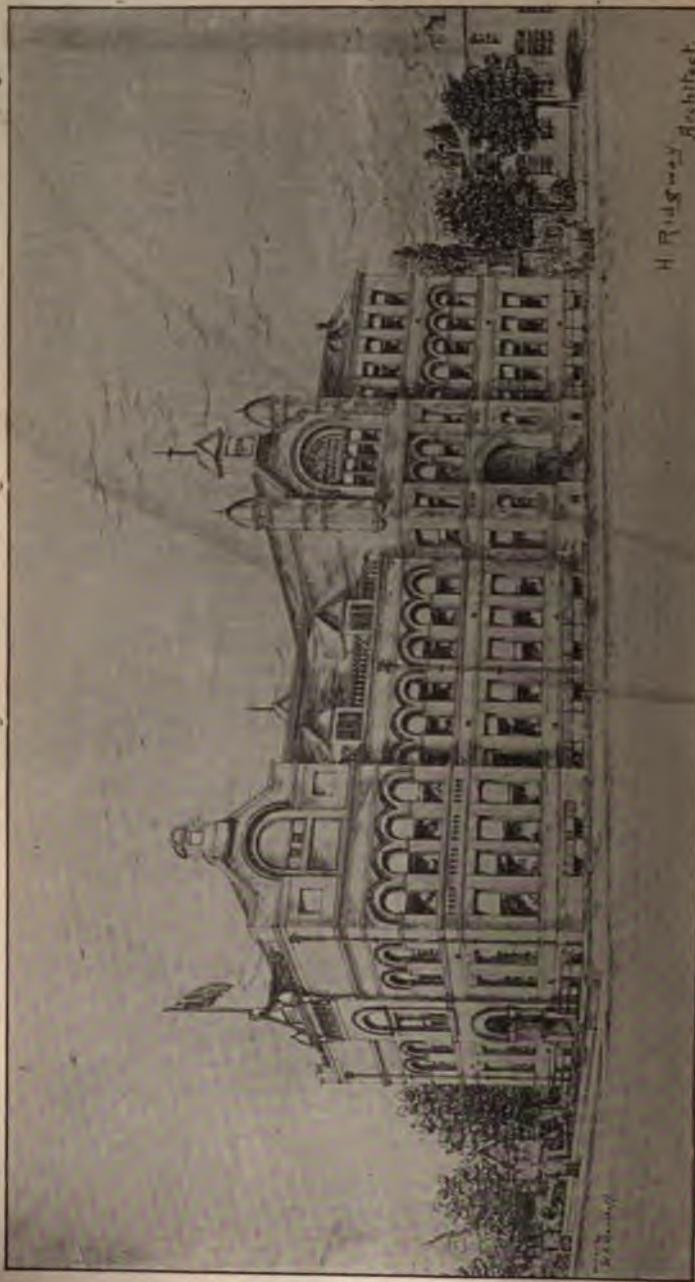
Telephone 907.

San Francisco, Cal.

[REDACTED]

H. R. Chapman, Architect.

THROOP POLYTECHNIC INSTITUTE—EAST HALL.



THE PACIFIC EDUCATIONAL JOURNAL.

Official Organ of the Department of Public Instruction of California.

VOL. X.

DECEMBER, 1894.

No. 12

CURRENT EDUCATIONAL THOUGHT.



WE have not a few families in this country who, from generation to generation, seem to concentrate all their energies upon the accumulation of great fortunes and the entailment of them upon their children. Such as these may be stars of the first magnitude, when only 400 are assembled; but the Lick telescope cannot find them when the world is gathered. Wealth has come to be condemned, to be under suspicion, because of its selfishness. Not because it is in itself a thing that has not high and great uses, not because it is necessarily a barrier over which human hearts may not pass.—EX-PRESIDENT HARRISON, Stanford University.

MAN has an inner life and an outer life—a duality of existence. In his outer development, he is a creature of deeds and habits; in his inner, a being of ideas, emotions, passions, and purposes. These two existences of man are distinguished, in part, by the terms *conduct* and *character*. Conduct is the course of man's life in its outward, visible flow; character, those distinctive qualities of soul impressed upon it by nature, by habit, and by experience. Real character is the soul modified by existence; conduct, the outward manner of that existence.
—EMERSON E. WHITE.

ANY system of education should make the best possible of the child at each step of his advancement. If he must stop at the end of the primary, or grammar, or high school, it is our duty to give him the best that can be done, in each case, in so many years. If he can go on to the end, we ought not to so arrange the course that he must go over ground twice, nor so that one grade will not dovetail into the next above. We know that this is not the case now, there is lack of adjustment at different points, notably between high school and col-

lege or university. We must not look entirely to the colleges for this readjustment—superintendents have a large part in it; but in whatever is done, remember always that the course must be so arranged that wherever a pupil may be compelled to stop, we have given him the best possible in the given time.—STATE SUPT. N. C. SCHAEFFER, Pennsylvania.

EDUCATING is the systematic exertion of the influence upon the inner life of another, whereby a definite form is to be given to this inner life and is really given.—WAITZ, the distinguished Herbartian writer.

MUCH of the work done in the kindergarten is not at all suited to the nature of the little child, referring particularly to paper weaving with narrow paper strips, pricking, bead work, stick laying with tooth-picks, and in general all occupations with small articles. Experiments have brought out the fact that a large proportion of the kindergarten pupils had neurotic diseases brought on and developed by this kind of work.—G. STANLEY HALL.

IT is not to the precocious pupil we owe our most diligent efforts. Those who are naturally bright and ambitious will prosper under any and all circumstances. But the dull and diffident ones, halting with perplexed uncertainty on the hill of learning and gazing with faint heart and failing courage into the future, it is to these we owe our greatest efforts, and, if we falter—not, it is with these we will achieve our greatest results.—M. P. DONNELLEY, Plumas Co., Cal.

IN teaching arithmetic, we teach not the science of numbers, but figures. Go into any average school and ask to be shown a number, and the child will go to the board and write a figure; ask for a fraction, and he will write " $\frac{1}{2}$ "—which is no more a fraction than the word "hat" is a hat. We teach figures, and the bright children apply them to numbers. I have given to pupils who had been nine years in school this example: "I have a cord of wood sticks four feet long, to be cut into three lengths for a stove, for which I pay \$2.00; if I want another cord cut into four length, how much proportionately should I pay?" And they, with edifying unanimity, answered \$2.66 $\frac{2}{3}$ —which is wrong, of course. If I pay two dollars for two cuts, three cuts are worth three dollars; but the children didn't think—they used figures.—COL. F. W. PARKER.



GENERAL DEPARTMENT

Professional Self-Respect.

BY EMILY C. CLARK, LOS ANGELES.

If teachers as a body would win the regard in the community, deserved by the importance of their work and the high qualifications it needs, they must themselves the task begin. Indeed, teachers lack due professional pride and *esprit du corps*. They submit to petty dictation and humiliating censure from their fellows, and in turn inflict the like.

Teachers often live in an atmosphere of criticism which chills their best efforts. The school board inspects and criticises, the superintendent criticises, the principal criticises, the "patrons" criticise,—and not in a helpful, comrade-like manner, but as superiors. Institute lecturers, especially if they speak from the exalted station of city or county superintendent, sometimes fail to make the presumption of brains in their hearers. They instruct regarding details of method, they point out faults and mistakes endlessly, and in spite of a few phrases which they intend as flattering, speak as to beings of a decidedly lower order of intelligence. Is it the schoolmaster's habit perhaps? "A teacher should have tact;" "a teacher should love her pupils;" "the calling of a teacher is a glorious one." These platitudes are still heard. A teacher should be a model of all the graces and the virtues, no doubt, and serve for \$600 per annum or thereabouts,—a wage hardly equaling the earnings of the good type-writer, dress-maker or sales-woman. Most teachers grow to love their work and their pupils so much that they wish themselves all that is worthy. But they are clay, and burdened with the imperfections of mortality, and after all, encouragement is a better tonic than blame.

In a city of our State which prides itself upon its school system, the special teachers of drawing, music and calisthenics have been requested to report not only concerning each teacher's work in those departments, but also regarding the general discipline, the aspect of the room, the personal appearance of the teacher, and the like. The superintendent apparently considered the powers of an Argus needed,

so he called into service all the eyes at his disposal. An ingenious special instructor prepared slips upon which were listed in regular order such items as "order," "politeness of class," "politeness of teacher," "energy of teacher," with figures corresponding, from 1, indicative of excellence, to 4, suggesting the decided reverse. These were duly presented at the close of the exercise. No teacher is known to have torn the precious bit of paper into fragments and dropped them into the waste-basket in the presence of the critic, but teachers are used to being held in subjection. Now, any one who requires such labeling is not fit for the charge of the precious young minds in our schools; to a competent teacher it is an injury and an insult.

Educational periodicals sometimes exhibit a similarly censorious spirit. A physician, a civil engineer or an expert chemist writes to his journal a simple statement of something he has done or found out; he makes a contribution to the knowledge fund of his science; but he does not intimate that all other procedures are faulty, and that all those who have not come upon his particular piece of truth are walking in darkness. That very many are working at educational problems in this sound and sensible manner is our hope for the future. Still, there was recently in a representative school journal a list of "don'ts" for the teacher's guidance; among numerous other prohibitions were, of course, "don't pick your teeth in the presence of your class," and "don't lean against the wall." It is remarkable that nothing was said for the enlightenment of men teachers about wearing a hat during school hours or elevating the feet upon the window-sill.

One thing is certain, no one is going to treat us better than we ourselves do. Members of school boards, put into office perhaps by the influence of the ward politician, will swagger about and look upon us as underlings so long as we tolerate it. Only the self-respecting command respect.

How May the Political Atmosphere Be Purified?

S. A. STILES, EASTON, CAL.

This is a question, the solution of which would do more for us than the solution of any other one question.

In fact, with perfectly honest men to represent us, any question would be much more easily settled.

In order more intelligently to answer this remember that our politicians are grown-up boys, and were only a few years ago receiving

home, and in our public schools, that education which places them here they are to-day—that education which makes intelligent citizens of them, and that training which has established within them whatever of fixed moral principle they possess.

A great many of our politicians are so well grounded in the principles of truth and rectitude as to be absolutely unmoveable in their determination to work only for the best interests of the people, in spite of any temptation to which they may be subjected. We fully believe that this is due, principally, to the training received in boyhood.

The more such training is given, the smaller per cent. will we have of dishonesty, not only among politicians, but among all classes.

Of course, we recognize the fact that the highest and holiest of all influences emanates from the home. Next after this, however, comes that influence which pervades the school-room—that moral atmosphere breathed upon the student from the very inner life of him who is by the State considered competent to take our boys and girls and make of them worthy citizens.

Certain it is that the education given by the State is not calculated principally, nor even primarily, as a preparation for the gaining of a livelihood, merely; but for the purpose of producing such citizens as will make the United States just what its founders designed it to be, viz.: the very synonym for all that is good and noble—thus making it possible for all to enjoy life, liberty and the pursuits of happiness.

This, then, being recognized as the ultimate end of our public school system, let me ask what should be the all-important qualification possessed by him who is most sought for as an instructor?

Shall it be he who is capable, only, of leading his pupils along the fields of science, literature, art or philosophy? Or shall it be he who, like Thomas Arnold, of Rugby, can make the moulding of character the highest aim of his labors?

I say, most emphatically, that if we desire to produce the highest type of manhood, either among politicians or any other class of men, we must teach, not only at home but in the school-room, such virtues as tend to nobility of character and fixedness of purpose.

In our higher institutions of learning, also, must we strive to procure those who shall not only be highly educated in all the branches there taught, but such men as possess that subtler influence which proceeds from a truly upright and virtuous life—that influence which becomes part and parcel of the lives of those under his charge.

I do not profess myself able to solve the problem as to how this shall be brought about, but I do know that no great advancement will be made in this line so long as this, the greatest qualification of a teacher, is not fully recognized by those who have in charge the employment of teachers.

Such teachers must be sought as possess not only a good moral character and the ability to set a good example, but also an intense love for mankind in general, and his own pupils in particular.

The instructor who possesses deep love for those in his charge never lacks in the love of true character building.

He seldom fails to win the affections of his students, and is thus able to make his influence felt with each one. He is able to study character in his students, and, by recognizing the particular bent of mind in each, to know how to instill into his mind those principles which tend to nobleness of character. Then shall that instructor's life influence the world, not only from the teaching of his own life, but from the life of each one who has been so blessed as to have been numbered among his pupils.

It is a self-evident fact that this good time will not dawn upon us, so long as our schools—especially the more advanced institutions of learning—are run, as now, almost entirely upon a mercantile or economic basis, and only such instructors sought for as have become popular on account of a brilliant intellect, a diploma from some popular institution, or, perhaps, wonderfully enterprising qualities in some particular line of scholarship.

Now do not misunderstand me. I would be among the very last to underrate these qualifications, but I assure you that unless coupled with a devotion to the development of true manhood, such instructors will be unable to instill into the minds of our youth those elements of character which are most needed by all men, and especially those who hold the positions of power and authority among us.

I do not advocate doctrinal teaching in our schools, nor even morals from a text-book, but simply by the breathing out of one life (that of the teacher) for the best well-being of another, and thus ultimately for that of the State as a whole.

The influence of such instruction—given by those who are truly filled with a missionary spirit—would do much to hasten the good time in which political corruption, as well as other crying evils of the day, shall begin to be talked of as things of the past, and the time when government officers and presidential appointments shall not be for sale.

Now, all this being acknowledged, the question arises, "How shall trustees and boards of instruction be influenced to seek such instructors, and where shall they be found in sufficient numbers, even if they were given the preference?"

I answer, that this reform, in common with all others, must be brought about gradually, and with long and continued effort, and that while great responsibility rests with the employer, still the greater part of this good work must rest with us as teachers.

To be sure, if such instructors were sought for, and public sentiment called loudly for the same, the incentive would be great for such to enter our ranks, and for those now in the ranks to cultivate to the utmost such qualifications.

But in the absence of such demand, shall we, upon whom are laid so sacred a trust, rest leisurely upon our oars till such demand shall make itself felt, or shall we show ourselves in this reform, as in many others, to be in the foremost ranks, proving to the world that we possess not only our full share of public spirit and love for instruction, but also the deepest of love for true character building in our pupils?

Let us not only strive as a body for this end, but as individuals let us estimate so highly the responsibility resting upon us that each shall thoroughly examine himself as to his motives. Are we thinking only of our salary, of popularity, etc.; or are we striving not only to advance our pupils in the required branches, but also to advance them far upon the road toward true manhood—manhood which can never be swerved from the path of honesty and integrity?

If we find ourselves lacking in this, let us before the close of another day commence a reformation.

Let us realize what precious jewels are placed in our care—that parents are looking to us as examples for their little ones, and that our Creator himself is in a measure holding us responsible for the after life of those in our charge.

If we do this, and gradually become filled with something of a missionary spirit, we shall be able by our influence to send out into the world those who shall bring forth such fruit as said labor is sure to produce.

Trustees and school boards will not be slow to recognize the results of such self-sacrificing labors, and in due time we shall see true merit everywhere taking the lead, in preference to those qualifications which tend only to mere mental development. In just so far as

we do our full duty in this line will we be able to see corruption, in all its forms, decreasing in our fair land, and our influence for good upon the nations of the world increasing.

Schools Without Discipline.

An American girl, who went to Japan to teach in the schools, says that Japanese children are never noisy in the presence of their elders. To the same effect is the testimony of Miss Bacon, who, in her book, "A Japanese Interior," thus describes her first introduction to the school customs of the country :

"After a while the principal comes forward and bows, and all the children bend themselves nearly double in return ; then he makes a very short speech and bows again, and once more the whole three hundred and fifty bow simultaneously. It is a very pretty custom, and I do not see why, when a speaker bows to his audience the audience should not return the compliment. It seems quite the natural and polite thing to do.

The first thing that one notices in a Japanese school, after an experience with American schools, is the absolute absence of discipline, or of any necessity for it. The pupils are all so perfectly ladylike that politeness restrains them from doing anything that is not exactly what their teachers or superiors would wish them to do.

There is no noise in the corridors, no whispering in the classes, nothing but the most perfect attention to what the teacher says, and the most earnest desire to be careful and thoughtful always of others, especially of the teachers.

Miné says that in addition to this there is in the Peeresses' School a most remarkably high sense of honor, so that the teacher can be quite sure that her pupils will never be guilty of cheating, or shamming, or trying to improve their standing by any false methods. It is very interesting to me, in reading over the names on my class list, to notice that some of them were famous in Japanese history long before Columbus discovered America.

Somehow the centuries of honor in which the families have been held have told upon the daughters, and they are ladies in the finest sense of that much-abused word, even when dressed in such shapeless and dowdy clothes that a beggar woman in America would turn up her nose at them.

METHODS AND AIDS.

[P. M. FISHER,
Editor PACIFIC EDUCATIONAL JOURNAL.

The accompanying article, "How I Teach Beginners," was read at the Modoc County Institute by Mrs. Janie Hall, of Cedarville, in that county. The Institute were greatly pleased with it, and desired to have it published in the JOURNAL. I am of opinion that its publication will greatly interest the teachers of that county and indeed all others.

Respectfully yours,
J. W. ANDERSON, Supt.]

How I Teach Beginners.

BY JANIE V. HALL, MODOC COUNTY, CAL.

The subject which our Superintendent has assigned me is practically inexhaustible, and, exercising a woman's prerogative, one upon which I could talk and never tire. Whether my hearers would be in like condition remains to be seen. I think there was "method in his madness" when he gave me the last day.

Two years ago, at the Institute, in presenting some of my methods to the teachers, I think I told you my chief virtue in school-teaching lay, unlike the "Father of our Country," in my ability to tell stories. As one of my little ones once said when I was asked to sing, "Oh, no, Miss V—— cannot sing, but she can beat any one telling stories."

It is by the story-telling method I teach all beginners.

Since Reading is the keystone on which rest all other branches, I will make that my starting-point.

I make it a point to be on hand some days before school opens, to go to the school-house, see that everything is in order and sufficient work ready for the advanced grades, so that my time and attention may be given first of all to the babies, who are taking the first step up the rocky hill of knowledge, before

"Satan finds some mischief still,
For idle hands to do."

I first have a friendly talk with them, ask what they want to do in school, tell them, of course, that I think they will all be good, and ask them how I shall let their mammas know they are good.

"Go and see her," says one. "Write to her," says another, and this is the answer I want. I then tell them that to write to her, I must know how to make all the little letters, and she must know how to read them, and that is the reason they are there; to learn to read and write. Of course they know that these are letters, that there is no personality to them. They are not like the old negro who asked his master what it was he read in a newspaper, the black or the white. As Mr. Anderson says, they know more than we give them credit for. But at the same time, if the letters are invested with a personality, it is more interesting to the babies. There is nothing like the wondrous game of "Make Believe." Don't you remember the time when a mud-pie with white sand for sugar and rocks for plums was worth more than the greatest triumph of house-wifely skill you have achieved since? Or when "playing lady" was the greatest delight of the feminine infantile mind?

To me and my little ones, the letters are messengers. I tell them of the "Old Woman in a Shoe," with her twenty-six children whom she sent out as messengers all over the world, and I write a line on the board to the effect that "John is a good boy," reading aloud as I write. It is the messengers who tell John's mamma this, and John's face beams like the rising sun. Then I call out some of my little messengers, set them on the same bench, or write them on the same line, making some simple word, and call upon some last year's pupil to bring me the object the messengers call for. Of course this is done readily, and the little ones see it is the use of the letters combined that suggests the article to her, and are all eagerness to try themselves.

It is at this period I introduce to them an old and valued friend of mine, who is known as Mrs. At, and she is used in teaching them many words. She serves as a foundation, and makes an excellent start. She is a very funny woman, and has "at" so plainly written all over her that it is impossible to forget her name. I usually draw her picture, and tell them that as their parents have names, so has this lady, and it is a very short and easy one. That if only two of my little messengers sit on the same bench and speak to us, they will make her name. Then I call out my messengers, and write them plainly—at. I give them the names of the letters, though I find in most cases that these are already known, having been taught at home. I tell them the names of the letters never change, but that as we say something besides our names when talking, so do these little letters, and in speaking, their voices often sound differently, and in this case

little a says "ă," on account of the hat he wears. Little t says "t," like the tick of a watch, and, talking fast, we have "at." Then I tell them of Mrs. At's large family consisting of c-at, r-at, f-at, h-at, b-at and m-at,—all ending in "at," or having the same last name, just as their brothers and sisters have the same name. In calling them slowly we say c-at, giving the name of *c* and the word *at*; getting more anxious, we give *c* the sound of *k*, and in a great hurry we give the word *cat*. In this way I teach all of the words ending in "at." I have also used the wheel method, putting "at," "on," and others in the center for the foundation, and the necessary letters, on spokes surrounding it.

To teach sounds, I bring them down to every-day sounds as: *r*, like the sound of an angry dog; *m*, the hum of a top; *f*, an angry cat; *t*, the tick of a watch, and so on. They learn to spell by sound, and to give the letter also, as I think they recognize a word more readily when they see it, if they know how to spell by letters. Having learned a number of these easy object words, they have something to build on, and I then place *a* in front of each word and next *the*; next by questioning as to what their eyes are for and what they would say if they wished to tell me what they did with their eyes, I get the words, "I see," which we place in front of our object words, making a story. "O, see" is taught in the same manner. A good plan for busy work at this stage is to draw simple pictures of objects, the names of which they have learned to write, and have them write "I see a," and supply the name for each picture. Action words are good to bring in at this stage, such as "ran." Have the children give the desired word by telling them a short story and lead them by questions to tell the word before it is written on the board. I often base our reading lesson on an action. I bring into the class a box which I open carefully, showing them a bug inside. Then I have them tell me about getting as many sentences as possible, using words they have learned. "A bug is in the box." "I see the bug." "O see the bug," etc. A bird in a cage is another good foundation for a lesson. The sentences are written on the board, we pick out the new words, pick them to pieces, or find out the names of the messengers who make them and see what they say separately and when they sit together. Draw pictures and have each letter stand for some part of the object, as in "bird;" *b* is the head; *i*, to see with; *r*, its body; and *d*, its feet. Rub out the head, and ask which letter is gone; rub out the feet, and ask again; and so teach them that each letter is needed and has a

special work to do. Let each child represent a letter, and as I call a word, have them arrange themselves in the order to spell that word. If I call "cat," and *y* takes his place with *at*, I draw a picture of a cat with a rat's head, thus showing them that *c* is needed, and no other letter can take its place.

Diacritical markings are taught by wearing apparel, hats, shoes, and sashes: *ä* wears a hat with the brim turned up; *å* has his own hat on, and some one else's; *a* has a bad cold, and wears two shoes, and speaks in a hoarse voice; *å* wears a straw hat; *c*, sound of *k*, has a sash; *ç*, sound of *s*, has one shoe on with the shoe-lace hanging.

Writing I teach as soon as print, and do not allow them to print. Capital letters are grown-up letters, and look a little different to what they were when little. Printing letters have on their every-day clothes, and writing letters their Sunday dresses, so they look nicer. The children read writing as readily as print, and I endorse the vertical system. For correct position of the hand, let the hand represent a wagon; the pencil, a horse; the thumb and fore-finger, the lines; and pretend a tiny fairy sits on the back. If it is not held just so, she will fall off. Each letter is taught by a story. We begin with the straight lines, which are soldiers, the slanting lines are children running to school and as soon as they can make them reasonably straight, I take letter *i* as the easiest. Tell them one of the children played "lady," and put on a long dress, then it is but a step to *t*, who is taller and wears a hat; *u*, two *i*'s taking hold of hands; *w*, *v*, come next; *n* is told by a little girl jumping rope and throwing the rope over her head twice. The story for *a*, is of two children going up a hill to eat their lunch, finding when they have reached the top, the lunch is forgotten, running down a short cut to get it, up another to eat it, and finally coming home. A boy climbs up a bee-tree for honey, gets stung by a *b*, and falls down and runs crying home. The inventive teacher can fit stories to all the letters in this manner, as it would take too much time and space for me to illustrate them all. The means to distinguish between *d* and *b* is to tell them that *d* turns his back on us, *b* is more polite. The short letters stay inside their own fence. The tall ones climb over it to look in some one's garden. As soon as possible letters join hands so they can make words, or copy lessons. They enjoy the thinking game; have them think of a certain letter, then send one to the board to write it, have criticisms made, and let some one write it to see if he thought it better.

For review work in reading I tell them of the "Old Woman in a

Shoe," draw the shoe, divide it into rooms and fill rooms with words. See which one can do the house-work best, or tell all the words. A garden with flowers and the words written among them to see who can pick all the flowers; a ladder to climb, telling the words on the rounds; a Christmas tree with words hanging from its branches, and for the one who succeeds in telling all the words, a picture card for reward. The babies will be so proud of the little picture. Write all the words and phrases on the board, and tell a story bringing them all in. Instead of saying them yourself, point to them, and let the children say them.

Mrs. At has been a great favorite. Of course I find sometimes a class of youthful "Gradgrinds" who refuse to make the acquaintance of so doubtful a personage as Mrs. At, even in the realms of fancy. They want "fact, and nothing but fact." The poor lady falls flat and I am in despair. One more device for the babies, and we will go to the older ones. Did you ever see a child who did not like paper dolls? I make paper dolls for them, and write the name of a letter on them; we make them take hold of hands and they spell a word for us.

In the older grades I try to have a change each day; one day we read to a period, next a line, having each pupil ready to go on so as to complete the sense. They work for head-marks, so are anxious to keep the place. One day they will read a paragraph, each watching eagerly for mistakes. No criticisms are made, but the one who has seen the mistake goes above all who have overlooked it. They read a portion and then see who can talk it to me. Sometimes we see which one can read the whole lesson without a mistake. A new, difficult lesson we do not try to read until I am sure the children know the meaning of the words and can use them in sentences. We talk it over one day and read the next. They like to hunt for pictures in the lesson, describing them in their own words. I use much supplemental work. I have a series of graded readers furnished by the Educational Publishing Company, at five cents a copy. "*Aesop's Fables*" for the youngest, and "*Grimm's Fairy Tales*" for the highest grades. For expression reading, sentences on the board, expressive of the different stages of feeling, such as, "Oh, I am so sorry!" for pity; "Hurrah! we are to have a holiday," for joy,—and others are good.

They sometimes write a story and bring it to class for the reading. I also have cut up stories, which I distribute among the pupils, having each one read so distinctly that they will all know the complete story. A plan which answers for busy work is to have the children copy the

reading lesson on their slates, which they bring into class instead of readers.

Spelling, I teach by sounds and letters. Ask them for a word having a certain sound in it; one beginning with or ending with a certain sound; words with silent letters. We have a good deal of written spelling, and the children delight in spelling matches. Not the old-fashioned spelling down, for that gives the poor spellers a chance to get in mischief. We choose sides, and the captain of each side chooses his best speller who goes to the foot of the opposite side as runner. When a word is missed on one side, it goes to the runner at the foot of the same side, who spells it and goes up one. The runner who gets to the head first, wins the day for his side. In quick-sight spelling, I write a word on the board, erase it instantly, and see which child can tell the word. I sometimes let each child try to spell the whole lesson orally, thus doing away with the complaint that each gets but one word to spell.

Color, I teach in the lower grades by colored splints, flowers, pieces of silk, beads and anything available, having the children pick out the specified color, impressing each on the minds of the children by a story, as "Little Red Riding Hood," for red. When all are learned, I put them on the board with colored chalks in the shape of the rainbow, and tell them the story of Iris.

Language, I begin in the lowest grades by encouraging the children to talk on familiar objects, such as the apple, the cat, etc. I describe something and let them guess, then have them describe for me to guess. In the second grade, we take up all the animals, birds and insects mentioned in their reading lessons. They learn to what class each belongs, why, its habits, and anything of interest about each, then write about them in their blank books. My little ones last year learned the classes of birds, as runners, scratchers, perchers, etc., and are familiar with the habits of at least one under each class, also the general characteristics of birds. Insects, they learned in the same way, and can give an example of each class, and are able to tell at once if it be a true insect and why. I write a story on the board in an extremely topsy-turvy manner, and have them set it straight, and they also write stories on pictures. The third grade combines this work with the first part of the State Series Language Lessons. Fourth grade takes the second part of the Lessons with stories on common things, salt, pepper, or anything touched upon by reading or geography, with miscellaneous questions for busy work. For letter writ-

ing, I bought a small post-office, with boxes, stamp window and all complete. On Friday they write letters; by Monday I have them corrected and deliver them just before the noon hour, correcting the most common mistakes on the board. We also take much drill on "lay" and "lie" sentences, or "raise" and "rise," "done" and "did." Every lesson in the book is supplemented by at least two of the same kind on the board.

The fifth and sixth grades have a hard struggle with the parts of speech. We treat them as workmen, and according to their skill or knowledge, they have one, two, or three kinds of work to do; as nouns, both common and proper; adjectives, tell what kind, point out and number, so they have three kinds of work to do; also verbs and adverbs, pronouns, conjunctions, prepositions and interjections, not being so clever have only one kind. For reviewing, we draw monuments and fill each block with nouns; kites with the tails bustling with adjectives to describe them; also bridges, boats or anything capable of being described. Sentences with blanks to be filled with adverbs, conjunctions or whatever the sense calls for. One word given to see who can tell the most things that word can do for verbs. A sentence like this: "John's father told John that John might go," for pronouns. Lists of adjectives, verbs or adverbs, to give either opposites or synonyms to enlarge their lists of these words. Adjectives to change to adverbs. Give matches to see who can pick out all the nouns in a reading lesson, or to see who can arrange all the words in the proper columns.

For conjunctions, tell them of the switchman who switches the train off on another track, and let the conjunction be the man who stands where the two tracks join. Teach them that the name means "a joining with." An excellent drill on parts of speech as well as for composition is the lessons on "Hiawatha's Canoe," Tennyson's "Brook," "The Ant and the Cricket," given in the "Popular Educator." I read them the portion of Hiawatha describing the building of the canoe. We talked it over, and I gave them slips of paper with quotations from the story on it, having one word blank, for them to fill it in, to cultivate attention. I drew canoes and stars on the board with colored chalk. They supplied adjectives to describe each canoe, and also enough to fill the quills of the star which was made to represent one made of hedgehog quills. Then they told me action words to place after the canoe, also after trees, and a list of adverbs was also obtained by having them tell how the canoe floated or the trees bent.

Quotations could be obtained by having the teacher represent Hiawatha, each one of the pupils a tree; and, as Hiawatha writes his request on the board, each tree answers it in the note-book, placing quotation marks around it. The exercise could be made more valuable by having the pupils copy the teacher's remark in the books, prefacing it by the words, "Hiawatha said," then giving the answer. After the drill, each one writes the story in his own words.

Tennyson's "Brook" is treated in the same way, and many other poems could be used, thus making the children familiar with them.

In this grade we also write stories of useful things, such as spices, wool, cotton, tea, coffee and rice. The autobiography is the favorite form of composition, and, whenever possible, I have them illustrate their work. Kinds of sentences are taught by constant drill.

[Continued in January Journal.]

Record of a Series of Lessons Upon Engines.

LOU HELMUTH, SAN JOSE STATE NORMAL SCHOOL.

From what source shall the pupil-teacher derive his knowledge of child nature? Shall an exhaustive study of the works of Spenser, Sully, Lange, Harris or Hall constitute the sum total of his efforts in this line? The students comprising one of our senior classes agreed with their teacher that in their study of pedagogy at least one half the time should be spent in direct contact with the children themselves. A class of children from the Training Department was, accordingly, selected as the subject of study. Each pupil-teacher was to consider herself the teacher of this class, with full power to plan, suggest and question. The moral, mental and physical characteristics of each child were to be carefully noted; special attention was to be devoted to a study of tendency, with the constant aim of suggesting a course of all-around development. The record of a portion of this work may prove interesting, not only as an illustration of one method of teaching pedagogy, but also a study of the capabilities of young children.

The children chosen averaged in age about eight years, and were in their second year of school life. The lessons, of which the locomotive and the stationary engine were to form the basis, were designed to be one more step along the line of "unification in school work."

While in the receiving class these children had constructed engines of blocks and tablets, named the parts, and had enjoyed the recital of stories connected with engineers and locomotives. The knowledge thus gained was made the basis of many interesting language lessons during the early part of the second year. By this time they had become so much interested that it was thought best to lead them into further investigation of real engines, and it was at this stage that the pupil-teachers commenced their work with the class.

The children first made conceptional drawings of locomotives, but discovered they could not get exact proportions, and requested their teacher to instruct them in the representation of a good engine. So, in connection with their manual training, they took up the representation of the parts of a locomotive. This drawing was taught by dictation; as the pupils followed the dictation on paper, the teacher drew the parts on the blackboard. They thus represented the principal parts of the engine, including the cylinder, piston-rod, pilot, steam-chest and sand-box. In these exercises the children became accustomed to the use of the ruler, and, as each dictation was given but once, it also proved a most valuable lesson in attention. As the drawing proceeded the children were led to think about the real locomotive by such questions as these: "What is the use of the sand box?" "For what is the piston-rod used?" "How does steam get into the cylinder?"

The teacher produced pictures of the locomotives first used, and the children compared those with the locomotive of to-day. At this point history was made to contribute its share toward development; the young learners were introduced to the inventor of the locomotive, and this led to a comparison of times before the invention with these days of the nineteenth century. "How did people travel in those days?" How long did it take to send a letter to Cousin Lucy in Boston?"

Each child then renewed his attempt at conceptional drawing of the locomotive. In this work they received no help whatever, and it was both interesting and instructive to study the childish efforts. Though the drawings were far from perfect, each was the product of its young designer's own thought, and furnished the pupil-teachers with helpful clews regarding the individuality of each child in the class.

The next step was to bring before the class a small stationary engine, complete in all essentials. The word "stationary" was

developed, then written by the children. "How does the stationary engine differ from the locomotive?" "How resemble it?" "What parts in the locomotive not in the stationary, and *vice versa?*" In each case particular attention was paid to the why. The children traced the course of the steam from the boiler, through the pipes to the steam chest, thence through the valves to the cylinder and out. The word "governor" was developed and spelled; the children were very much interested in the smooth, bright balls, and delighted to make them move fast, then move slowly. This work was, necessarily, very slow and careful; and the children were told nothing that they could not see for themselves.

One recitation period was devoted to the study of the live engine in the engine-house. Beginning at the boiler, they traced the steam through to the cylinder. "Why does the valve stem go up while the piston-rod goes downward?" They looked into a steam chest and observed the valves. "Where are the valves, near the top, the bottom or on the sides?" "Why?" "Does the sliding-bar cover both valves at once?" "Why not?" They next observed the piston in an open cylinder. "What changes water into steam?" Do you think steam has much power to do work?" "Why does the steam go to the top?" The young scientists slowly and carefully reasoned out the action of the "white air," as they called it. Some hints were given them at this stage, but their answers proved that even children of eight years are reasoning beings, and capable of drawing thoughtful inferences.

They next made paper representations of the cylinder and the steam-chest. At the teacher's dictation, they folded a square piece of paper, to represent a box. In the side of this box, that was to fit next to the cylinder, the children made two holes, to represent the two valves; they arranged a slip of paper to fit over these holes, so that when one was closed the other was opened. They next made a paper cylinder, with holes in the side to fit the holes in the steam chest, and pasted the steam-chest to the cylinder, so that the holes in the one fitted upon the holes in the other. A circular tablet made to represent the piston was fastened to the end of a stick which corresponded to the piston-rod.

The children delighted in playing that their hands were parts of the engine, with power to move the valve stem and piston-rod back and forth.

A written language lesson formed the conclusion of the series. The children were sent to the blackboard, to express their thoughts of

the stationary engine. One of the little girls wrote: "The stationary engine has a cylinder and a steam-chest." "The stationary engine has two valves and a driving-rod." One of the boys constructed all his sentences in negative form. As: "The stationary engine has no pilot and no sand-box." "The stationary engine does not run on the track." Another boy wrote: "The stationary engine is used to pump water." "The stationary engine is used in running machinery." Another one, who has an engine at home, wrote: "Our engine pumps water. It pumps four thousand gallons a minute." One little fellow delighted in writing: "The stationary engine has a steam-chest and a cylinder. The steam comes from the boiler, and passes into the steam-chest, then into the cylinder." While still another boy wrote; "The stationary engine has a steam-chest and a cylinder. The stationary engine has a governor."

And thus ended one chapter of the lives of these children. Judging from the results, was the experiment a success? Did the end justify the pains? The answer depends greatly upon the terms in which we measure success. It is quite probable that before many weeks have elapsed these children will not be able to explain why the piston-rod rises as the valve-stem descends; many will even have forgotten when the governor balls fly in, and when out; some will, doubtless, get the steam-chest and the cylinder strangely mixed. But, aside from the question of mere knowledge gained, what of their acquisition of power? Had we a mirror so constructed as to reflect thought from the utmost recesses of each child mind, we might discern on the screen before us some such words as these: "I have done something for myself; I feel a delightful, new sense of power.

Why, I never thought a steam-engine had so much to it. I wonder if the big engine at the mill looks like the one in the engine-house." And could the most zealous teacher ask for more?

Meanwhile, what of the inter-conditions of the minds of the pupil-teachers? Had they, too, received a fresh stimulus? Did they, too, feel a delightful sense of awakening power? I will only add that in the class discussions and papers that followed there was evinced a desire to test the feasibility of similar lessons in a country school; a desire to study carefully the possibilities of such apparatus as is within the immediate reach of all who would teach; and, best of all, a spirit of inquiry regarding the constitution of children's minds. As we summed up the results, we realized, as never before, that "The soul and body of the young child is freighted with potencies and reverberations, from a past we know not how remote!"

Fair-Mindedness in Children.

EARL BARNES.

I was walking across the campus at Cornell University one day with a professor who had been teaching college students for a quarter of a century, when he said: "See that crowd of young fellows coming down the walk; now they could rush against us, tip us off the walk, and do whatever they liked with us, but they won't; they'll turn aside, leaving us plenty of room, and they will all raise their hats as they go by." Of course they did exactly as he had predicted, and he continued: "I know from long experience that if you appeal to a student as a reasoning animal he will always respond, but the tradition of the schools is so strong in me that I always have a kind of lurking fear that he is going to explode or do some unaccountable thing."

I believe that every teacher must at times have had this feeling: "Suppose the children should suddenly get up and start for the door; I couldn't stop them." And yet, deep in our hearts we know we can trust humanity, be it big or little. And why? Simply because there is in every human soul, at least in all I have met, a sense of right, a desire to move in harmony with the constitution of things. Man, big or little, is a reasoning and a reasonable animal.

In government we are recognizing this fact. Among civilized people constitutional monarchies have supplanted despotisms save in Russia and Turkey. Gradually limited monarchies are giving way to republics, because we are finding that man may be trusted,—that is, that any individual man may be trusted to respond to what is reasonable and right.

And yet in schools we do not always realize the full force of this principle. Or is it possible that it only applies to grown-up students and not to bright-eyed boys and girls of eight to twelve?

I was set thinking in this line yesterday as I ran over some papers from one of the California schools. The teacher told his pupils that they might each write him a little letter indicating what they thought they ought to be marked on the month's work. I knew that a body of children like those in Pasadena could be relied upon to respond to reason and right; but I was nevertheless surprised to be again brought face to face with the fact that children are rational, honest human beings, needing only an opportunity to express themselves as such.

The papers were all earnest; each child wanted to stand well; but there was no hypocritical posing as repentant sinners in the hope of getting a penny for the twelfth hour, nor was there any desire shown to crowd forward on account of having simply done right.

Let me give you two or three sample papers: "In line I whispered sometimes, and once I did not give attention. I think I got along all right in most of my studies. I think I should get about the same in deportment as I did last month."

"I worked most every night last month. When I was out I did a good deal of home work in all the studies but Geography. I have been out so much this month, I have not done nothing out of the way. I will try to come to school more than I did last."

This note bears the stamp of truth in every line. The boy claims credit even for the good deportment which he had no chance to forfeit, but for the rest he simply claims that he made a fair effort.

Here is one more. "I don't hardly know what I ought to have. I liked my card very much last month, but do not expect such a good one this time. I think I ought to have G. in about all my studies. I have only whispered two days and a half this month. I am sorry to say I laughed once or twice when you was out of the room this afternoon."

Does not this last letter give us an intensely interesting glimpse into the girl's ethical life? And these are only fair types; they do not prove that children should be allowed to pass judgment on their own work or their own deportment; they do not prove anything,—they simply bring us again face to face with the great truth that even school children are reasoning and fair-minded creatures, and should always be treated as such.

A Geographical Story.

MRS. MAY E. FLOYD, SANTA ROSA, CAL.

One morning a friend said she would drive me to Sonoma before school, if I would be ready early, so that we could get a (cape of England)¹ by seven o'clock.

It was a (island of Scotland)² morning, the (river of Scotland)³ was so soft, and the (island of Great Britain)⁴ was so (cape of Great Britain)⁵, while the (town in Germany)⁶ of the (river of Canada)⁷ was as sweet as (town in Germany)⁸.

As we rode along we saw a (cape of Great Britain)⁹ ing his nose in the air, a (river in Oregon)¹⁰ lying in the sun, and an (town in Mexico)¹¹ overhead.

Along the (island in West Indies)¹² course of the creek, the (oasis in Sahara)¹³ was (volcano in the Andes)¹⁴.

Some tramps came up from the bank, where they had evidently been (islands in Canada)¹⁵. They were good (lake in Utah)¹⁶ s, but we soon left them behind.

It was so pleasant that my friend said, "What a pity that the (river in Canada)¹⁷ days have to come, and make such (river in Montana)¹⁸ places that they spoil the driving." "Oh," replied I, "I like the (island in Canada)¹⁹, for then we never see (a bay in Canada)²⁰, nor a (island of Japan)²¹, nor any kind of a (river in Russia")²².

Just then we met a (islands in Canada)²³ of children going to school. We thought they must all be of one (lake in Canada)²⁴, for everyone of them had a (pass in Canada)²⁵.

We amused ourselves by naming the children. We said, "There are (cape on Atlantic coast)²⁶, (town in New Jersey)²⁷, (town in North Carolina)²⁸, (cape on Atlantic coast)²⁹, (lake in New York)³⁰, (town in Italy)³¹, (islands of Oceanica)³², and that little one with a head as (mountains in New Hampshire)³³ as his (mountain in North Carolina)³⁴ s must be (cape on Atlantic coast)³⁵."

"But I fear," I said, "that I shall be late; can't you hurry your (creek in Wyoming)³⁶ a little?"

"I'll try," said my friend, but he is such a (mountain in Colorado)³⁷ looking at every man he meets as if he were a (lake in Canada),³⁸ and shying away from the creek as if it were a (bay of South America),³⁹ and, besides, it would not take much to transform him into a (pass in the Rocky mountains)⁴⁰."

By dint of coaxing and urging, we finally reached the school-house, where I said (cape of North America)⁴¹, and found it was just a quarter to nine.

KEY.

- 1, Start; 2, Fair; 3, Ayr; 4, Skye; 5, Clear; 6, Oder; 7, Pine;
- 8, Cologne; 9, Lizard Point; 10, Snake; 11, Eagle Pass; 12, Crooked;
- 13, Air; 14, Misti; 15, Sleepers; 16, Walker; 17, Rainy;
- 18, Big Muddy; 19, Winter; 20, Mosquito; 21, Hornet; 22, Bug;
- 23, Baker's Dozen; 24, Family; 25, Yellow Head; 26, Ann;
- 27, Elizabeth; 28, Charlotte; 29, Charles; 30, George; 31, Florence;
- 32, Caroline; 33, White; 34, Grandfather; 35, Henry; 36, Horse;
- 37, Greenhorn; 38, Great Bear; 39, Serpent's Mouth; 40, Kicking Horse; 41, Farewell.

Children's Letters.

The characteristics of children's letters are pertinently described in the London *Spectator*, which says that the writers "come straight to the point and get done with it." The child is, in this, the father of the wise man. Not that they refuse information. The bare facts are always at the service of the public. Their age, very accurately stated; the number of their brothers and sisters, among whom the last baby naturally takes a leading place; and, possibly, a description of their home, limited as far as possible to the information given in their postal address, is evidently considered to be sufficient data from which to form an idea of themselves and their surroundings. Then, in nearly every case follows a list of the household pets. Judged by the evidence of children, the dog is in every case the most important personage next to the baby, in the estimation of the nursery. His size, accomplishments and benevolence, his good or bad temper, and in every case his name, are given with a conscientious and personal interest, which is accorded to no other animal. Looking through a pile of letters from children, mostly girls of all ages from four to thirteen, the writer finds nearly three-quarters devoted to careful accounts of the dogs, tame mice, a donkey, "Joey," a "ginnipig," rabbits, chickens, goats and innumerable pigeons. There is hardly a word about themselves or their feelings in the whole collection, though the health, wants and, probably, sentiments of the animals are treated at great length, and with great diversity of spelling. Lists of "what the pigeons have got"—such as "fantail," two babies and one egg; the "Jacobin," two eggs, etc., are followed by other lists of "ones that have got nobody." Chickens are counted before they are hatched, and after; and terrible descriptions of the results of a cock-fight, which has made one of the combatants "all bloddy," are given at great length, with accounts of the illness, treatment and burial of other creatures. Events such as games, parties or expeditions are, as a rule, only mentioned without comment.

That Problem.

"Country Teacher," from Watsonville, writes that after wrestling in vain for three days with the problem propounded by Principal Cornell in the November JOURNAL, he gave it to a class of twenty-one boys and girls, the brightest pupils in his school. After a day of

struggle, they reported, with twenty-one different answers; and at the close of a second day's tussle three of them had the same answer. The solution given is as follows:

The compound interest on \$154 00 for 8 years @ $7\frac{1}{2}$ per cent. per annum is \$120.66+. Now seven years hence this would be worth not \$120.66+, but $\$120.66+ \div \$1.07\frac{1}{2}$, or \$112.24. This last sum six years hence would be worth only $\$112.24+ \div \$1.07\frac{1}{2}$, or \$104 41, and so on until the present interest is found, which is \$72 71.

I must say, though, that the problem is very obscurely stated, and possibly Mr. Cornell has a different interpretation.

In speaking of compound interest, usually it is implied to be compounded annually, unless otherwise specified. We have called it compounded annually.

SUPERINTENDENTS, BOARDS OF EDUCATION AND TRUSTEES.

The California Teachers' Association.

The regular annual meeting of the California Teachers' Association will be held at Santa Cruz, December 26-28, 1894. The railroad company has tendered the usual reduction of fares, one-third off each way, the delegate to the convention bringing a certificate of proposed attendance from the local agent, where his ticket is bought, in order that the agent at Santa Cruz may recognize the right of said person to privilege of reduced rates.

The local committee at Santa Cruz has made varied and abundant provision for the entertainment of guests, and will secure accommodations in advance for those who write to Chairman D. C. Clark stating definitely what they wish.

The program for the afternoons of the session will be upon related work similar to that embodied in the report of the Committee of Ten, and especially bearing upon conditions in California.

The afternoon of December 26th will be devoted to an address by President G. R. Kleeberger, and a discussion upon "The Ideal Curriculum," led by Professor Howison, of Berkeley, and Professor Barnes, of Stanford.

The afternoon of December 27th will be occupied by the consider-

ation of "The Teaching Force; how it should be Supplied." Professor Jordan, of Stanford, will open the discussion, touching particularly upon the general culture idea. Professor Brown, of Berkeley, will emphasize the University pedagogic drill, and Professor Pierce, of Los Angeles, the normal school training.

The third afternoon will be set aside for the use of the City and County Superintendents of the State, thus taking the place of the Superintendent's Department abolished last year. The Superintendents will be represented by J. W. Linscott, of Santa Cruz, A. B. Coffey, of Sutter, F. McG. Martin, of Sonoma, and will take up the question of the "Practical Difficulties in the Way of Applying the Ideal Curriculum, and Employing the Competent Teacher."

The morning sessions will be devoted to joint deliberation upon Mathematics and Art in the schools.

Professor McChesney, of Oakland, and Professor Hengstler, of Berkeley, will lead the former discussion, and Professor Ardley, of Berkeley, and Professor Kenyon, of San Francisco, the latter.

The first evening of the session will be the occasion of a reception to the teachers by the city of Santa Cruz. Professor Le Conte will lecture the next evening upon behalf of the State Scientific Society. Irving M. Scott is to lecture upon the last evening, his topic treating of modern advance in science.

Programs of the meeting bearing synopses of the arguments of the various speakers will be ready for distribution about December 1st.

ANNA C. MURPHY, Asst. Sec.

Secretary Greeley has furnished for publication the following list of Members of State Teachers' Association for year ending December 1st, 1895: Mae Abbott, Pomona; Oba Algeo, Nicholaus; Sophia Ayer, Pomona; Earl Barnes, Stanford University; Frances Billings, Pomona; Hugh J. Baldwin, Coronado; Mrs. E. A. Brink, Pomona; Florence Cromer, Pomona; Mrs. Emily Cressy, Modesto; Nellie Davis, Pomona; Sadie Dickson, Escondido; M. Dozier, Los Angeles; F. Dunn, San Rafael; H. C. Fall, Pomona; K. A. Fall, Pomona; Allie M. Felker, San Jose; Eunice M. Finch, Pomona; P. M. Fisher, Oakland; J. P. Greeley, Santa Ana; Lillie R. Hill, Pomona; A. D. Hunter, Pomona; David Starr Jordan, Stanford University; George R. Kleeberger, San Jose; Mrs. George R. Kleeberger, San Jose; Martin Kellogg, Berkeley; Josiah Keep, Mills College; Charles H. Keyes, Pasadena; Aggie Lewis, Modesto; Bessie Mason, Pomona; Adele Meyer, Coronado; Ada

Miner, Pomona; F. A. Molyneux, Pomona; Ella Morris, Pomona; Anna C. Murphy, Sacramento; A. J. McClatchie, Pasadena; Opal McGauhey, Pomona; Lottie McGinnes, Oakdale; Carrie Neukom, Pomona; A. Megahan, Oakland; Mabel E. Palmer, Livermore; H. R. Palmer, Pomona; E. A. Parsons, Pomona; Robert F. Pennell, Chico; Ellen N. Pennell, Chico; Mrs. S. L. Powers, Pomona, Ada Quinn, Pomona; Nellie Ray, Pomona; M. A. Reed, Pomona; Mary Ross, Pomona; Jessie Rubottom, Pomona; M. L. Seymour, Chico; Mrs. J. C. Talbot, Pomona; C. B. Towles, Vallejo; Emma Thornton, Pomona; Hamilton Wallace, Grass Valley; Oliver Webb, San Diego; Hattie M. Willard, Palo Alto; D. A. Mobley, H. C. Petray, J. H. Francis, Jessie Stringham, F. S. Israel, E. H. Ridenour, Florilla R. Wickersham, Mrs. Mae Simms, Geo. H. Ashley, Ora Boring, Mary C. Russell, Lætitia Summerville, P. M. Condit, Sadie Summerville, Willis Lynch, Walter J. Kenyon, W. H. Murray, Supt. James A. Barr, E. P. Leisy, Julia I. Mann, Lelia E. Aldrich, E. W. S. Woods, V. P. Pritchard, Harriet M. Keating, Maud A. Southworth, Stockton.

County Institutes.

LAKE.—The Lake County Teachers' Institute met at Middletown, November 20th, and closed November 23rd. The Institute was well attended by the general public. There were lectures by P. M. Fisher and Miss Harriet N. Morris, formerly of the Chico Normal. The roll-call was responded to each morning by quotations from Shakespeare, School Law, Patriotism and Current Events. During the week Miss Morris gave the Institute Delsarte Exercises. A paper on Civil Government by Wm. Fitzsimmons was appreciated by the Institute, and the following extract from the paper was ordered entered upon the minutes: "The young ladies of the Union should have a greater love for their country than they have for certain foreign young gentlemen. It is a common occurrence for a young American heiress, worth perhaps a million dollars, to marry some foreign nobleman, whose chief attraction lies in his long name. We should show our girls the necessity of keeping their wealth in their own country, and also the unhappiness that generally follows such unions; then they would have more respect for their own country.".....Thursday it was announced that the citizens of Middletown had prepared a banquet in honor of the teachers, and immediately after the evening session the Institute went in a body to the I. O. O. F. building, where the feast was spread.

The following toasts were responded to, C. M. Crawford, toast-master: "Middletown," Rev. Lloyd; "Our Sister Towns," O. T. Boardman; "Our Relations with Hawaii," Captain Jno. Good; "Schoolma'ams," M. B. Elliott; "Lake County Teachers and Schools," Superintendent Harrington; "Normal Schools," Miss Morris; "Lake County," P. M. Fisher. The citizens generally, and Mrs. Duncan in particular, deserve the thanks of the teachers. Fred Dorn, a young teacher, recited an original poem of such merit that the Institute called for its publication in the local paper, and Mr. Fisher expressed a desire to publish it in the JOURNAL.....The subject of P. M. Fisher's lecture on Tuesday evening was "The Recollections of a Trip Across the Continent." The subject of lecture given by Miss Morris on Thursday evening was "Chautauqua." The teachers generally participated in the program. Mrs. Lawley presided at the organ. Great pleasure was manifested at the re-election of Mrs. Harrington.—SUSIE ADAMS, Assistant Secretary.

SUTTER.—"The best Institute ever held here" is high praise in a county where none but good ones are held. Special significance attaches to this as the good-bye of Superintendent Coffey to the teachers and schools that he has so faithfully served. It is a good bye with a promise—a promise that the excellent, conscientious, progressive work done during the past four years will not be forgotten. The Institute has looked toward a higher level of work, toward greater sympathy with the child, and greater insight into his needs, toward a wiser choice of subjects to be taught and ends to be accomplished; and these five uplifting days found their "hill-top" in Professor Fisher's "School, a Field of Experience," and Professor Washington Wilson's "Purpose of the Public School." Our teachers do not shut themselves into the inland valleys of former ways. A willingness to receive the new and adapt it to their own work, a determination to make thought work take the place of rote work, and a readiness to give "a reason for the faith that is in them," a favorite phrase of Professor Fisher's, mark the teachers of this county. In this they will be led by the incoming superintendent, Mr. C. G. Kline, who will receive their cordial support. Mr. Coffey's last charge, like St. Paul's to the Romans, is: "I commend him unto you, that ye receive him as becometh saints, and that ye assist him in whatsoever work he hath need of you.".....The reunion of teachers at the home of Mrs. James Elwell bids defiance to adjectives. No one present will ever

forget it, and the sadness at the close lent an April day aspect to the merriments. After the toasts, Professor Fisher displayed a surprising amount of cane-etic (spelled kinetic) energy in a presentation speech, to which Mr. Coffey feelingly responded, as he accepted the token of the love and esteem of his teachers.

L. B. E.

LASSEN.—The following resolution was adopted by Lassen County Institute, October 28th, 1894: "WHEREAS, our present mode of spelling causes the waste of so much of our children's time, because of the difficulty of learning to pronounce and spell the large number of irregular words; AND, WHEREAS, it is the opinion of the Philological Societies of America and England that a phonetic form of spelling preserves the history of words better than the existing spelling; Therefore we, the teachers of Lassen county, petition the State Board of Education to take the matter under consideration, and, if it appears to them advisable, when publishing State text-books hereafter, to make use of as many simplified spellings as have the weight of good authority, viz.: such simple spellings as are found in standard dictionaries, and in words which come under the twenty-four rules recommended by the Philological Societies above mentioned. And be it *Resolved*: That we heartily indorse the 'Chandler Bill,' recently introduced into Congress, providing for the spelling of words in all government publications according to the Philological rules. *Resolved*: That a copy of these resolutions be forwarded to the State Board of Education and to our Representative in Congress, with the request that he use his influence in favor of the said Chandler Bill; also a copy to the PACIFIC EDUCATIONAL JOURNAL, for publication. IDA E. MAPES, Secretary. R. M. RANKIN, O. M. DOYLE, ALEX. SIFFORD, MRS. M. E. HURLEY, MISS M. APPLEGATE, Committee.

AMADOR.—Amador County Teachers' Institute met in Sutter Creek on October 23rd, 1894. The four days' session which followed was pronounced by all the best ever held in the county. Co. Supt. George F. Mack presided, and Prof. C. W. Childs and Miss Lucy M. Washburn acted as conductors. J. S. Clark and E. M. Price, principals of Amador City and Sutter Creek schools, were elected vice-presidents. C. T. Bartlett was elected secretary, and Miss M. G. Culbert, assistant secretary. During the session, papers were read as follows: "What do you Teach Best and How?" by K. B. Piper; "Busy Work for Beginners," Miss Alice Clark; "First Grade Primary Work," Miss Laura Frakes; "Essentials of Arithmetic," James H. Condi

"Phonics," Miss Elsie Campbell; "Phonics," Miss Mabel Wheeler; "Penmanship and Bookkeeping," Will J. Moore; "Primary Number Work," Mrs. Tina L. Kane; "Primary Number Work," Miss Laura Whiting; "Current Events," William Greenhalgh; "How to Prevent Whispering," Miss Lizzie Joses; "How Shall We Induce Pupils to Study?" Wm. S. Williams; "Why is the Apparatus Covered with Dust?" Miss Annie Vogeli; "Music," Miss Maggie O'Brien; "Reading," E. M. Price; "The Boy in School," Miss Happie Foster; "Algebra," Charles H. Adams; "School Ethics," Miss Nellie White; "Purposes of Recitation," Miss Maggie Maher; "How to Cultivate Memory," three-minute papers by ten teachers. Professor Childs' subjects were: "The New Education," "The New Astronomy," "Civics," and "The Teacher's Duty to Himself and His Profession." Miss Lucy M. Washburn gave interesting talks on Physiology, Natural History and Methods in Public Schools. Also a lecture on "The Present Scientific and Industrial Impulse in Education." The sessions of the Institute, both day and evening, were well attended by the citizens of Sutter Creek and adjoining towns. A vote of thanks was tendered to Professor Childs and Miss Washburn for the able manner in which they had conducted the discussions.

SANTA CLARA.—The Santa Clara County Teachers' Institute was in session November 26th, 27th and 28th. Superintendent L. J. Chipman in an address urged the necessity of teachers studying the individual pupil to a greater degree. Greater care should be taken in promoting children. "I have learned," said he, "that there are some teachers in the county who have failed during the past year to teach the course of study as required by the State law. This must not occur again, and if it does the teacher's certificate will be revoked. Greater care should be taken by the teachers in making out their reports. In one the percentage of attendance was about 300, while in another report, where the census showed twenty pupils in the district, the teacher had as a total enrollment over 100." He also urged the necessity of careful observation and looking more carefully to the eyesight of the pupil.....Tuesday morning all the teachers assembled at the Normal School at 8:40, to be present when the school was opened. All of the classes were visited and the mode of teaching and manner of conducting a class witnessed. The teachers also went on a tour of inspection through the drawing department. In this way the whole forenoon was occupied. In the afternoon the Institute convened in the High School building. Prof. W. Wilson, head of the

Department of Psychology in the Normal School at Chico, was introduced, and spoke on "The Purpose of our Public Schools." He gave a very exhaustive review of the subject, and claimed the trouble with the schools was that there was too much form about them..... Wednesday closed one of the most successful Teachers' Institutes ever held in the county. The program was carried out better than ever before, and all the teachers expressed themselves as having been benefitted by their attendance. J. E. Richards gave an address on the subject of "Rhetoric." The effort was a masterly one, and was listened to with profound interest. Many expressed themselves to the effect after hearing the address, that rhetoric was one of the studies that should be paid especial attention in every school. Prof. M. E. Dailey, of the State Normal School, addressed the Institute on the subject of "Civics in the Public Schools." After tracing the history of the Constitution and its growth, he spent some time on the importance of the study in the public schools. Mr. Dailey was very sure that California had the most perfect school law of any State in the Union, and that the system was second to none. Prof. C. H. Allen also made a few remarks, in which he emphasized the fact that the great aim of the Normal School is to instill into the minds of teachers the principles that power is of intensely more value than a mere gain of knowledge. "Knowledge," said he, "is the mental food from which power results." He wanted more training and less teaching.

A. MEGAHAN, Secretary of the Educational Publishing Co., makes the following report of the receipts and expenditures of the "Pelton Fund" started by the JOURNAL in May last :

TOTAL RECEIPTS—76 contributions from about 100 individuals— teachers, school officers and pupils, amounting to.....	\$82 64
EXPENDITURES—3250 envelopes.....	\$ 2 75
Postage stamps.....	19 75
Printing 5,000 circular letters.....	5 00
Folding, addressing, stamping.....	13 50
Postal cards.....	25
P. O. charges on 35 lbs. mail.....	35
Rubber stamp and other incidentals.....	85
	<hr/>
	\$42 45
Net receipts.....	\$40 19

Of this balance, \$29 35 was paid by request of Mr. Pelton for expenses incurred by the Pelton Benefit entertainment in San Francisco, and by the Pelton Relief Fund solicitors. The remainder, \$10.84 cash, was paid to Mr. Pelton.

NORMAL DEPARTMENT.
San Jose Department.

HELEN SWETT	- - - - -	Editor in-Chief
WILFORD COLEMAN	- - - - -	Business Manager
NELLE FOSS, ESTELLE HOUGHTON	{	Literary
SARAH HIGBY, LILY SECREST		
LOU HELLMUTH, MARY CROSS	}	Pedagogica
ANNIE FLOYD, BERTHA JOHNSON		

On Friday morning, November 9th, fourteen students, an unusually large number for mid-term, finished their work with us, and were welcomed by Principal Childs into the profession of their choice. The exercises opened with the usual chanting of the Lord's Prayer. This was followed by a duet, "Sunset," Misses Collins and Burns, after which Mr. Childs rose to say that the unpleasant duty devolved upon him of informing one of the young ladies, Miss Rainey, that one of her records was still in question, in short, that she had been conditioned in music. As Miss Rainey has been our pianist ever since she entered the school, the joke was appreciated by every one, and loud was the applause when she stepped forward, as bidden, to have the condition removed. This was gracefully done by Miss Alice Parker, who presented her, in the name of the Faculty and school, with a dainty ring, as a token of appreciation of her services.

Miss Rainey's few words of reply were followed by a song by the Y. M. N. D. Quartette. The presentation of the certificates was then in order, after which Rev. William Jones addressed the graduates, giving them words of inspiration and warmest encouragement. The graduates were as follows: Rosetta A. Zane, Henry D. Fletcher, Lessie M. Rainey, Anna M. Carroll, Lois E. Fish, Eva B. Godbe, Celia Fugitt, Grace A. Hall, Henrietta L. Huntington, Hattie A. Kent, Effie Meador, Annie E. Sinnott, Flora A. Stewart and Sarah Gallagher.

Seldom has any lecture in the Normal Hall been attended by so large and enthusiastic an audience as that which assembled to listen to Gen. Lew Wallace's discourse upon "Turkey and the Turks." His

impressions of the country were vividly described. His estimate of the character of the Sultan and ideas on the policy of the Turkish government differ so widely from those ordinarily held, that the talk gave much food for thought, and was, therefore, most interesting and profitable.

ALUMNI NOTES.

Emma Farnham, Feb., '94, is teaching the Stone House School in Sacramento county.

Louise Jewell, June, '93, is teaching in the Hesperian College, of Woodland, Yolo county.

Estelle Farrington, Jan. '91, has been teaching since August in the primary department of the Vacaville school, Solano county.

Emma O'Neal, June, '92, is teaching a district school of Marysville, Washington.

Carrie M. Thompson, Jan., '92, is teaching her second term in the Seventh grade of the Santa Clara public school.

Henrietta Goodwin, Jan., '94, has charge of a private primary school and kindergarten in Lodi, San Joaquin county.

Jennie Madden, Jan. '90, is teaching in the public school of Tulare City, Tulare county.

Amelia Hartman, Feb., '94, has been teaching this term in the May District School, near Livermore, Alameda county.

Margaret O'Brien, June, '94, is teaching in the San Antonio district, Santa Clara county.

Lena L. Lang, June, '93, is teaching the Elk Horn School in Castroville, Monterey county.

Mabel Dunlap, June, '93, is teaching the Brandon School in Latrobe, Eldorado county.

Los Angeles Department.

Editors.....{ B. F. BRWICK
ELIZABETH SULLIVAN,
EVA JOHNSTON.

The Junior A class in the school has finished general physical geography, and is now studying the continents separately, taking up the physical geography first, and then the political. The physical aspect of each continent is studied by use of relief maps. These the students make in sand, the teacher being careful to show each one his mistakes in the elevations; for on the elevations chiefly depend the

drainage and life of a country. The rivers are shown by means of white threads. After each student has corrected his errors he makes another map in clay. By the time he has made this, he is perfectly familiar with the general outline, the water-partings, the river basins, and the direction in which the rivers flow.

After this work, the political geography of a country becomes clearer and more interesting. The student is able to understand why large cities have grown up in certain places; why there are no inhabitants in some parts of the continent, while in other parts there are agricultural or manufacturing districts. In short, he is able to reason out for himself what before he had tried to learn by rote.

A most interesting and instructive psychological experiment was tried some time ago. It was performed by forty-one persons, including the teachers. Each person performed it under the direction of Professor Dresslar, and was requested to be perfectly silent as to what was done. Though no adequate account of this convincing experiment can be given in a few words, the following short account may make the method of procedure somewhat clear, and give an inkling of the important results obtained by such experimenting:

On entering the room, each person saw a series of eight weights, all differing in size, arranged indiscriminately before them. To each the professor said, in the most guarded tones, "Please arrange these in order of their weight, as you think. In testing them, take each between the thumb and finger of the right hand in order to give all the same conditions." When this was done, each person was asked to judge of the relative weight of the first and the last, as he had arranged them.

In nearly all cases, the weights were arranged in order of their size, the largest being considered the lightest. The judgments of the relative weights varied greatly.

When the weights were put upon balances, they were found to weigh exactly the same. Those who had tried the experiment could hardly believe their eyes. Incredible as it all seemed, however, there was an explanation for it. We all know that of two weights of the same material the larger is the heavier. In testing the weights, this fact influenced us. Expecting to find the larger heavier than the smaller, we put forth more strength to lift it; but, in doing so, we were disappointed in our expectation, and hence said that the larger was lighter.

This is a conclusive proof of the fact that what is in the mind in-

fluences that which *comes* in. Therefore we see the importance of knowing what *is* in the child's mind, because on it depends the interpretation of what *comes* in.

Much attention is given to the study of English in the school. The chief aims are to give the students power to express themselves clearly and correctly, and to develop in them a taste for good literature. Instead of devoting their time to finding the errors in examples of bad English, they devote it to finding the merits in examples of good English. During the present term the Senior class has been studying some of the standard authors. In addition to the regular work, there has been work done outside of class on which reports were made in class on days set aside for that purpose.

At present, a part of the Senior class are much interested in studying some of Shakespeare's plays. Along with this work, they are doing outside reading in C. C. Everett's "Poetry, Comedy, and Duty."

Each student is also making a special study of some Nineteenth century poet. For this purpose, the class is divided into groups of five or six, and an author is assigned to each group. The work is done outside of class. As there are but four recitations a week in English, the students are not crowded by this extra work.



A Merry Christmas and Happy New Year to the readers of the JOURNAL.

A Christmas Song.

EMILIE POULSSON, IN *St. Nicholas* FOR DECEMBER.

While stars of Christmas shine,
Lighting the skies,
Let only loving looks
Beam from your eyes.

While bells of Christmas ring
Joyous and clear,
Speak only happy words,
All mirth and cheer.

Give only loving gifts,
And in love take;
Gladness the poor and sad,
For love's dear sake.

A REPORT of the Colusa, San Diego and other institutes will appear in the January JOURNAL.

DR. EZRA S. CARR, formerly State Superintendent of Public Instruction, died at his home, in Pasadena, November 27th, at the age of seventy-four years.

SUPT. BLACK has offered Mr. M. P. Stone, deputy in the State office, reappointment. Mr. Stone has made a model deputy, and the office is fortunate in that Supt. Black believes in civil service.

CONGRESSMAN GEARY has appointed the first Tuesday in February as the time and Santa Rosa as the place for holding an examination of candidates for a West Point cadetship. All the counties in the First Congressional District are entitled to send candidates to the examination. In previous numbers of THE JOURNAL we have given the requirements for admission to the academy.

PETER CROSBY, a young Alameda county teacher, has just been elected president of the Junior class of the law department at Ann Arbor. He is the first Californian elected to this place—a place contested for among collegians with all the determination characteristic of the most heated political campaign. It was a combination of the Michigan and Trans-Mississippi students against the East.

SUPERINTENDENT BLACK, in his four years in office in Ventura, has labored with so much diligence and effectiveness that the school term has been extended from a fraction over seven months to an average of nine. The tendency throughout the State has been toward a longer term, and a number of superintendents, Nuner, of Calaveras, and others, have gained a month. Can any one equal or exceed the above record?

WE were obliged to withhold the November number of the JOURNAL from many of our valued exchanges, on account of a mistake made in our mailing department, by which part of our subscribers were sent two numbers, thus leaving a shortage which we had to fill by drawing on our exchange list. Subscribers who received a duplicate copy will be mailed a booklet of poems in return for the extra copy, if they will re-mail it to the office of the JOURNAL.

THE Hahnemann Hospital College of San Francisco has made a change in the arrangement of their annual sessions. The Twelfth Annual Session will begin on January 28th, 1895, and will be a winter

session instead of in summer as heretofore. After this year the course will cover four years instead of three years. The thirteenth session will begin in October, '95, and continue until June, '96. The college has been strengthening itself and forging to the front in the line of demanding heavier requirements for graduation. The faculty is controlled by some of the most progressive practitioners of the homœopathic school.

THE Executive Committee of the National Educational Association has unanimously selected Denver, Colo., for the 1895 meeting. It is believed that teachers in every part of the United States will welcome this announcement in view of the opportunity it will afford for a visit to the "Scenic City" of the Continent. The Western Passenger Association has voted to grant a rate of one lowest first-class fare plus \$2 (membership fee) for the round trip, with provisions for extending the limit of return tickets to September 1st. It is expected that all other passenger associations in the United States will join in granting the same rate.

THE State Association meeting, at Santa Cruz, December 26-28, should be largely attended. The trip from the North through the redwoods is most charming. The "City by-the-Sea" has a beautiful situation. It has ample and excellent hotel facilities. Its people are appreciative and hospitable. Its teachers, under the leadership of Superintendent Linscott, will give the visitors a welcome as royal as it will be cordial. "Little Santa Cruz" deserves a visit for its own sake. In addition to this, President Kleeberger and his associates of the Executive Committee have prepared a fine program, and teachers should lose no time in applying, either to Anna C. Murphy, of Sacramento, or Secretary J. P. Greeley, of Santa Ana, for railroad certificates, entitling them to the reduced fare. Also apply to D. C. Clark, Santa Cruz, for accommodations.

THE Southern Educational Association will meet in Galveston, Texas, on the 26th, 27th and 28th of December. The previous meetings of this Association have been held in Midsummer at Atlanta, Lookout Mountain, etc., but in consequence of the desirability of a trip to the South in winter and the conflicts of the summer meeting with the National Educational and various State Associations, it has been decided to hold the meetings in midwinter. The railroads of Texas offer a one-fare rate to all roads outside of the State; and it is understood that the Southern Passenger Association will give a one-fare

rate from any portion of its territory. The other Passenger Associations are expected to make the same rate. The meeting will probably be the largest and most representative gathering of teachers ever held on the Gulf of Mexico, and will include teachers not only from the South, but from all parts of the United States. Our sister Republic of Mexico will be invited to send representatives to the meeting. The program will include some of the foremost educational thinkers of the country.

WITH this month closes the administration of State Superintendent Anderson. His four years' work has been the culmination of a career almost coextensive in time with the history of the commonwealth. For forty years his work has been part of the educational history of the State. A good scholar, he has stood for sound foundations, for thoroughness in drill. His thousands of pupils, scattered throughout the State, are divided as to whether they owe more to his skill as a teacher or to the example of his inflexibility of purpose as a man. He met great reverses, only to rise superior to them. He delighted in battle, and found abundant opportunity for his mettle. His work as a teacher and his extensive fraternal acquaintance made him City Superintendent of San Francisco. His pugnacious opposition to School Boards there, popularly adjudged as corrupt, contributed no little to his promotion to the State office. Here his careful, methodical habits have made their mark. Wise in the selection of his deputies, his office has been characterized by order and system. The gracious dignity of his wife added a charm to her labors as chief deputy, and softened the almost Roman sternness of his own presence. In his work among superintendents and schools of the State, he has insisted upon economy and exactness, and has unceasingly spoken for the utilities. By making prodigious exertions during his most productive period, by economy and sagacity in investment, he has, unlike most teachers, acquired a competency. That he and his good wife may long be spared to enjoy it in peace, is the wish of THE JOURNAL.

We print the list of county school superintendents elected for the term 1895-1899. It will be noticed that a sweeping change has been made in the personnel of the county superintendency throughout the State. Alameda, J. P. Garlick; Alpine, Mrs. Harriet A. Grover; Amador, George F. Mack; Butte, G. H. Stout; Calaveras, E. F. Floyd, Colusa, Mrs. H. L. Wilson; Contra Costa, A. M. Phalin; Del Norte, David Leishman; El Dorado, T. E. McCarty; Fresno, Thos. J. Kirk;

Glenn, W. M. Finch; Humboldt, J. B. Brown; Inyo, J. H. Shannon; Kern, Alfred Harrell; Kings, J. W. Graham; Lake, Mrs. E. K. Harrington; Lassen, O. M. Doyle; Los Angeles, Spurgeon Riley; Marin, Robert Furlong; Mariposa, Julia L. Jones; Mendocino, George H. Rhodes; Merced, O. W. Grove; Modoc, Annie Williams; Mono, Cornelia Richards; Monterey, Job Wood, Jr.; Madera, B. F. Hawkins; Napa, Kate Ames; Nevada, W. J. Rogers; Orange, J. P. Greeley; Placer, P. W. Smith; Plumas, Katie L. Mullen; Riverside, Ed. T. Hyatt; Sacramento, B. F. Howard; San Benito, John Garner; San Bernardino, Maggie Mogueau; San Diego, W. J. Bailey; San Francisco, A. J. Moulder; San Joaquin, George Goodell; San Luis Obispo, N. Messer; San Mateo, Etta M. Tilton; Santa Barbara, G. E. Thurmond; Santa Clara, L. J. Chipman; Santa Cruz, John W. Linscott; Shasta, Amelia Boyd; Sierra, F. H. Turner; Siskiyou, Clarence S. Smith; Solano, A. P. Sanborn; Sonoma, E. W. Davis; Stanislaus, J. A. Wagner; Sutter, C. G. Kline; Tehama, O. E. Graves; Trinity, Lizzie Fox; Tulare, J. McPhail; Tuolumne, G. P. Morgan; Ventura, George S. Sackett; Yolo, Clara March; Yuba, James A. Scott.

DECEMBER 3, Los Angeles will elect city officers, including a Board of Education. In an appeal to the voters to elect proper men upon the Board, the Los Angeles *Express* uses the following language: "If the voters were asked 'Are you interested in having good schools?' they would answer, with much indignation at the question, 'Yes, of course we are.' Yet they will not give themselves half as much concern about who are the candidates for the school board as they do about the election of a petty township constable. The result is a long series of school board scandals from New York to Los Angeles. Teachers have to pay for appointments; it needs more of 'a pull' to get a place to teach geography to a 10 year-old boy than it does to be appointed ambassador to France; and politics run riot in the boards, breeding demoralization and ruin," etc. It then quotes from the platform of the political party in power locally: "*Resolved*, That we are in favor of conducting our public schools on a high moral plane, free from all political, sectarian or partisan bias or control; that no man of immoral character or life shall be permitted to hold a seat on the Board of Education, and cliques and rings should have no hold or recognition in that board." To accomplish the result that the *Express* desires, no pains should be spared by the press to publish the facts as to the fitness or unfitness of candidates from both the intellectual and

moral points of view. This having been done thoroughly, well thinking men must come out and vote. Unfortunately neither of these things, as a rule, is done. The press is silent through apathy or self-interest, and the voters absent themselves because they have not been aroused. "Mud" has been thrown so frequently and to such an extent in politics, that an honest exposition of the truth is now frequently prevented in the interest of a so-called "clean" canvass. Under such a plea it not infrequently happens that weak, selfish, designing and incompetent men get on school boards and in teachers', principals' and superintendents' positions. Here, as elsewhere, it would be well if we looked more for men. Right men will see to it that right measures come to pass.

THE Southern California Teachers' Association met in the rotunda of the Coronado Hotel November 30th and December 1st, Melville Dozier of the Los Angeles Normal in the chair. Hugh Baldwin delivered the address of welcome. Supt. Harr Wagner delivered the most practical talk on Correlation of Studies that it has been the pleasure of the editor of THE JOURNAL to hear. Miss Esther Ogden practically illustrated her method of teaching geography. Prof. Elmer E. Brown, of Berkeley, gave a clear-cut summary of the California Educational Program as he viewed it. E. D. Wyckoff, of San Bernardino, spoke on the study of vocal music. Prof. A. J. McClatchie, of Throop, with a keen appreciation of the lateness of the hour, refrained from reading his paper, but spoke instead with point and power, and was rewarded by attention. Prof. F. B. Dressler, of Los Angeles, gave an experimental study in association and apperception that kindled interest and held it. Supt. P. W. Search, of Los Angeles, found an alert audience, and his plea for the Individual in Mass Education received close attention and merited applause. Superintendent Search's work in Los Angeles will be followed with eager interest. He has a good field, and the application of his views in the program of every-day schoolroom work is awaited with an intensity that demonstrates that he has in hand a live subject. The next meeting of the Association will be held in the the Normal School building, at Los Angeles, in the Spring. C. H. Keyes was chosen president; Miss Dunham, secretary; and Dr. Gregory, treasurer.

At the opening of the Sutter County Institute the profound regret at the defeat of Supt. Coffee could not be concealed. The situation was a trying one both for himself and his successor-elect, Mr. C. G.

Kline, a respected teacher of a dozen years' experience in the county. Both were equal to the occasion. Supt. Coffey, by a shrewd device, sent Mr. K. away for a half hour the first day, and, going into executive session (!) with his teachers, exhorted them to give his successor their kindly support. All through the session, Mr. K., who bore his honors with becoming modesty, was treated with the utmost consideration. The session was marked by intense interest. Resolutions were adopted in memory of M. C. Clark, superintendent for eight years, and Miss Maggie Lisle, a bright young teacher who died during the year. The report of the committee on resolutions had the following unique preface: "*Resolution is the soul of a man's soul.*"—Lew Wallace. "*A resolution is a bone of the Institute's bones.*"—Committee. The following resolutions at once represent the feelings of the members of the Institute and the keynote of the discussions: "*Resolved*, That we as a body express to Mr. Coffey what we, as individuals feel, our hearty appreciation of his work, our gratitude for his helpfulness, our admiration of his character and our affectionate interest in his welfare, wherever he may be. *Resolved*, That in the emphasis that has been laid during this session upon the acquisition of thought, rather than the study of form, we recognize the true field of operation for the teacher. We record our conviction, further, that the highest duty of the schools is to fix firmly in the minds of pupils right purpose, character being the most precious product of education. *Resolved*, That we pledge to the Superintendent-elect, Mr. C. G. Kline, in his new work, our cordial support in his efforts on behalf of the schools." Nothing better illustrates the informal and hearty character of the proceedings than the closing paragraph of the secretaries' minutes: "Teachers, this has been a successful Institute; our "Triumvirate" has accomplished its purpose. Its effect has been felt, and its influence will be potent. This 1894 session of the Sutter Teachers' Institute will long be remembered by the teachers who are present. In conclusion, we, your humble secretaries, wish you godspeed in your noble work, while from our inmost soul comes the exclamation, 'Thank God, we are teachers!' W. M. E. PARKER, Secretary. LUCY E. PURRINGTON; Assistant Secretary."

THE Ventura County Institute was held in Ventura, November 19-22 inclusive. In this county the Board of Education has established a system of accredited schools by which excellence of work is recognized and pupils are promoted without a formal examination by

the Board. Principal Kauffman, of the High School, presented this subject. Prof. C. H. Keyes, who has been before the Ventura teachers so often that he is greeted as an old friend, spoke during the session on "Ambitions that Teachers should Cherish," "School Discipline," "How to Begin a New School," "Report of the Committee of Ten," "English and History and Reading in All Grades." Prof. John Dickenson, who was greeted with expressions of delight by the teachers, spoke on "The Physical Conditions of Success in the School Room," and gave two more extended addresses on "Life—From Stone to Man," and "The West Indies." Dr. Dressler, of the Los Angeles Normal, spoke on "Habit and its Pedagogical Lessons," "Child Study," and "Apperception," with such power that the teachers suspended the order to give him a vote of thanks. D. Edward Collins, of Oakland, president of the local bank, gave a strong paper on "History," closing with a high tribute to the cause of education in this country. D. S. Snedden, of the Santa Paula High School, spoke on the "Reasons why Children Leave School." W. A. Shelden gave a bright paper on the "Material Tendencies of the School Room." While the addresses and papers were all valuable, chief interest centered naturally about Supt. Black, now State Superintendent elect. Held in high regard by his teachers, friendship and local pride united in many cordial congratulations, and materialized in the form of a beautiful gold watch chain, handsome cane and substantial silver water service. These gifts followed each other so rapidly while the recipient was making his closing remarks to the teachers that embarrassment was only relieved by the wit of the speakers making the presentation. In an earnest manner he thanked the teachers for their steady support of his efforts for four years, and expressed a hope that in his larger field he might be as fortunate. He announced that Supt. Seaman, of Los Angeles, would be his chief deputy, in the State office. Mr. Seaman, who was present, stated that the appointment came without solicitation, and was a surprise. He then introduced his successor-elect, Mr. G. L. Sackett, and the Institute closed in an atmosphere of the greatest geniality.

At the last meeting of the Pacific Astronomical Society, Professor Campbell, of the Lick Observatory, read an interesting paper on the atmosphere of Mars, in which he ascribed the red color of the planet, not to an atmosphere, but to a reddish soil. He also stated that the white at the poles is very probably not snow but frozen carbonic acid gas, for there is no proof that there is any moisture on the planet.

Official

Department



DECEMBER, 1894.

J. W. ANDERSON - - - - Superintendent of Public Instruction
 A. B. ANDERSON - - - Deputy Superintendent of Public Instruction

[State Supt. Anderson has prepared no report for this department of the JOURNAL this month.—ED.]

We reprint the following from the Merced *Express*:

School Houses: Their Use.

OPINION OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION AS TO THEIR USE.

Opinion No. 960. When objection is made by any elector of the district, the trustees are not at liberty to let the school house for other than school purposes, unless instructed so to do by a meeting of the electors, as provided in Section 1617, subdivision 20, of the Political Code.

There are many other decisions upon the use of the school house, but the law distinctly says that the furniture must not be removed if any damage is caused thereby.

Opinion No. 944. Trustees have power to prohibit the use of the school houses for any and all purposes save the purposes of the school. Should they, in their discretion, at any time, permit the school houses to be used for any other purpose, they must see to it that no damage to the property, and no damage, delay or inconvenience, results to the school.

Opinion No. 950. There is nothing in the law which forbids the trustees renting the school house.

Opinion No. 952. Trustees have entire control of the school property, and they may use their discretion in the matter of allowing it to be used for religious purposes or for political speaking.

Opinion No. 954. Trustees have general control of the school property of the district; and they must decide for themselves what is the right manner of using the school house for other than school purposes, unless they have received instructions from the qualified electors of the district according to part first of subdivision twentieth of Section 1617 of the Political Code. The use of the school house for meetings that are patriotic or literary and entirely decorous are permissible.

OUR LIBRARY TABLE.

MAGAZINES.

KATE GREENAWAY is at work upon a special series of her curious tots for the *Ladies' Home Journal*, and in that periodical they will alternate with a new series of Palmer Cox's funny "Brownies."

THE complete novel for the December issue of *Lippincott's* is "Mrs. Hal-lam's Companion," by the well-known writer, Mrs. Mary J. Holmes. A short story by the author of "Dodo" will attract general attention. Miss Ellen Mackubin tells of "A Live Ghost." "A Western Daisy Miller," by Claude M. Girardeau, has the flavor of the prairies, if not of the newer regions beyond. Dr. Charles C. Abbott's account of "An Odd Neighbor" reads like truth, rather than fiction. True, too, and historical are Charles Howard Shinn's recollections of "Don Jaime, of Mission San Jose," which will be especially interesting to our readers.

The Art Amateur probably has never given two more attractive color plates than "The Bootblack," by J. G. Brown, and "The Old Home by the Roadside," by D. F. Hasbrouck, which appear in the November issue. It is easy to understand why the Chicago Board of Education lately introduced into the High Schools of that city *The Art Amateur's* color studies as painting models—they have long been so used in the best art schools and academies. This magazine, however, by no means depends on its color plates alone for its popularity. What most conduces to its extraordinary success is that by giving a profusion of working designs, with easily-understood directions for carrying them out, it enables so many young people to earn a living by painting, carving, designing and illustrating. Price, 35 cents. Send to Montague Marks, publisher, 23 Union Square, New York.

THE Christmas number of *Scribner's Magazine* presents a remarkable list of popular writers, including Rudyard Kipling, Robert Grant, H. C. Bunner, Brander Matthews and George W. Cable. In illustration it shows a number of novel features.

THE Christmas number of *St. Nicholas* contains many features appropriate to the holiday season. Pictures by eminent artists bring out the religious and social significance of the festival, and stories and poems also show the Christmas spirit.

THE *Christmas Century* makes a strong appeal for favor. The number is distinguished by a new and artistic cover, printed in colors. Its high-lights are Napoleon, Christmas (ten stories, including Rudyard Kipling's first American story), Cole's engravings and Castaigne's drawings. There are in all forty-six illustrations, of which twenty-five are of full-page size, including nine with special reference to either the religious or the domestic aspect of the season.

THE *Atlantic Monthly* for December contains a memorial article on Dr. Holmes, by the editor, in which mention is very properly made of Dr. Holmes' constancy to that magazine, a characteristic shown still more strikingly in his passion of local patriotism.

ONE of the most artistic magazine Christmas covers of the year is found on the December number of the *Overland*. In his charming department, "As Talked in the Sanctum," Mr. Wildman has a pathetic little Christmas story, that will find a warm spot in all old soldiers' hearts. In addition to his regular department, Mr. Wildman contributes another Malayan sketch, "The Rivals," that is fully on a level with his former tales on that strange old peninsula. Joaquin Miller's great poem, "The Song of the Balboa Sea," is in its third installment. It is a feature of magazine literature for the year, and is commanding the attention of all lovers of high class verse in the English-speaking world.

BOOKS.

WE have received from the Great Northern Railway one of the valuable publications which they distribute so liberally to all applicants who forward the amount of postage necessary to pay for mailing them. They have had a number of elegant books, maps and pamphlets prepared for the purpose of giving information concerning the vast resources of the fertile and picturesque part of the United States, through which their New Transcontinental Route passes. The Atlas of the Northwest is sent to any applicant for only 15 cents postage. This contains a map of the United States and also separate maps of Minnesota, the two Dakotas, Montana, Northern Idaho and Washington, showing postoffices to June 1, 1894, with every important geographical and topographical feature brought down to date, and printed in the highest style of the map-maker's art. Interesting descriptive, historical and statistical information appears with each map. It contains much more general information and beauty than many high-priced publications. For this atlas, or for information relating to other publications concerning investment, settlement, hunting, fishing, pleasure, rest, health or sight-seeing in the attractive Northwest, or about rates or routes East, address F. I. Whitney, G. P. & T. A., St. Paul, Minn., or J. M. Smith, General Agent, 628 Market street, San Francisco.

SELECTIONS FROM THE LETTERS OF THE YOUNGER PLINY. Edited by Samuel Ball Platner. Students' Series of Latin Classics. Paper, 98 pp. Price, 25 cents. ~~Each~~, Shewell & Sanborn, Boston, have published these classic Selections, which may secure at a very low price.

IN the selection of a choice Christmas gift, or an addition to one's own library, both elegance and usefulness will be found combined in "Webster's International Dictionary," which is the last of the various revisions and enlargements of the original "Webster." The International represents fifty times the amount of literary labor that was expended upon the earliest edition, and is the most complete and reliable work of the kind ever published in a single volume. It is a most useful book for the library, the school, the family, the student, and in fact for all who read or write the English language.

"SARTOR RESARTUS." Edited with an Introduction and Commentary by Prof. Archibald MacMechan. "Sartor Resartus" contains the essence of Carlyle's teaching for his age, and possesses also much interest as his spiritual autobiography. Though no book needs annotation more, on account of its many and remote allusions, this is the first attempt since its publication to deal fully with the difficulties which it presents. Ginn & Company, Publishers.

Business Notices.

IN the August and October numbers of THE JOURNAL appeared the "ad" of the Kansas Book Company, of Downs, Kansas, offering the handsomely-bound \$2 Manual of the Farriar System of Penmanship for the remarkably low price of \$1. The liberal offer of the company has been extended until January 1st, 1895, and our readers should take advantage of this opportunity to secure the work at the reduced rate.

RUDY'S PILE SUPPOSITORY is guaranteed to cure Piles and Constipation, or money refunded. 50 cents per box. Send two stamps for circular and Free Sample to Martin Rudy, Registered Pharmacist, Lancaster, Pa. No postals answered. For sale by all first-class druggists everywhere. N. B. Greensfelder & Co., Wholesale Agents, San Francisco, Cal.

THE Santa Fé Route is running daily Pullman drawing-room and Pullman upholstered tourist sleeping cars on same train, to Chicago without change. Select tourist excursions to Kansas City, St. Louis, Chicago, New York and Boston, accompanied by manager, leave December 5th, 12th and 19th.

CALIFORNIA SCHOOL ITEMS.

PRINCIPAL M. W. PRATT again has charge of the Willows public school.

CITY SUPT. W. S. THOMAS, of San Bernardino, reports an average daily attendance of 1,229 pupils.

THE contract for the new school building on Collingwood street, San Francisco, has been let for \$24,642. It will be a two-story eight-class building.

THE Stockton Library has 20,000 volumes; the San Diego Library 1,000 volumes, and the Fresno Library 3,000 volumes.

ROBERT YORK, for four years principal of one of the San Bernardino grammar schools, died in that city recently, after a lingering illness of some weeks.

THE annual Teachers' Institute of Merced County will convene at the Public School Building in Merced on Tuesday, December 18th, 1894, and continue in session three days.

IN Siskiyou county Clarence S. Smith, Republican candidate for county superintendent of schools, was elected by a plurality of one vote over his Democratic competitor, George A. Tebbe.

THERE are 1,016 students registered this term at Stanford University. Of this number 622 are from California and the remainder from fifty-seven other States and countries; 53 are from Oregon, and 46 from Washington.

THE eleventh annual commencement exercises of the Hahnemann College, San Francisco, were held in Odd Fellow's Hall, November 30th. The address on behalf of the faculty was made by Prof. C. L. Tisdale, M. D. Dr. C. B. Currier, Dean of the college, introduced the graduates to Dr. J. N. Eckel, president of the board of directors, who then presented diplomas to the following: Joseph Schofield Brooks, Elvira Monfort Clement, Alfred N. Couture, Hugh Cross, Ruth Philena Huffman, Mary M. Kroetz, David Kunstlich, William N. Lamb, Albert H. Mansur, May Reamey, Gilbert C. Saunders, Bertha M. E. Wagner. The address of the evening was made by Gen. W. H. L. Barnes.

A LADY teacher writes from Lake county of an incident that attracted her attention a short time since in one of the schools of that county. As two companies of regulars from the Presidio, that had been encamped in that county, were passing the Ashland school house, situated about four miles from Lakeport, the children arranged themselves in line along the roadside, and greeted them with "The Red, White and Blue." It was a pleasure to watch those fifteen small children, all of them being under twelve years of age, wave their handkerchiefs and hear them sing that song with a feeling they had not known before. How their eyes sparkled, and how their hearts beat with emotion as the officers and men either lifted their hats or applauded as they passed.

MRS. A. C. COLEMAN, for many years identified with educational work in Plumas county, and recognized as one of the most enthusiastic and zealous of our public school teachers, has resigned her position as principal of the Quincy grammar school. Mrs. Coleman is one of the veteran teachers of the State, and a host of friends and former pupils will regret to learn that her retirement is permanent, owing to ill health.

SEVERAL of the new buildings for the girls' department of the Whittier State School have been completed. In the basement of the main building is a large kitchen, with arrangements for all kinds of culinary work, that the girls will manage themselves. There are dining-rooms, parlors, class-rooms and dormitories on the upper floors. Near the kitchen, in the basement, is an immense cement tank or plunge for bathing purposes, and in the dormitories each girl has her locker and place for her clothes and other belongings. Across the yard is the industrial department. There the girls will learn to cook, to sew and to become useful housewives and self-sustaining members of society. Another building is now being built for the girls, and a large addition also to the boys' department, as both are crowded. There are sixty-five girls at present in the school, and the number is being continually augmented by arrivals from all parts of the State. California has every reason to feel proud of the good work being done at Whittier State School.

THE Cogswell school is to be reopened soon with additional buildings and equipments costing about \$10,000. Since the decision of the court which defeated the effort of Dr. Cogswell to have his deed of trust set aside, the founder has apparently accepted the situation with good grace, and will carry out his original benevolent plans. The school has well equipped forging and wood-working departments. A new building will be put up for a foundry and machine-shop. It has equipments for clay modeling, sewing, industrial drawing and other practical work. It is proposed to add cooking, stenography, type-writing, printing, plumbing, and some other trades. The entrance requirements will be based on general aptitude for a trade rather than on scholarship. The trustees owe nearly \$12,000, but there is \$15,000 on hand, and the present income from the lease of the property to the Southern Pacific Company is \$20,000 a year. The income will be large in the future, and before a great while about 300 pupils can be taught how to earn a living.

IN round figures the number of census children for whom the city of San Francisco receives school money is 68,000, but the average daily attendance at school is only 31,000, or about forty-six per cent. In Oakland the census list shows 13,000 school children, but only 6,600 attend school, or about fifty per cent. In Alameda, 3,500 enrolled children, 1,900 daily attendance, about fifty-one per cent. In Berkeley, 2,200 census children, 1,700 attending school, or about seventy-seven per cent.

. . . THE . . .
Pacific School Furnishing Company,

WILLIAM L. OGE, General Manager,

Has Lately been Organized, **Outside the Trust,**
 To SAVE SCHOOLS FROM THE EXORBITANT PRICES OF THE
 COMBINATION.

**FURNITURE, APPARATUS, LIBRARIES,
 and GENERAL SCHOOL SUPPLIES
 20 per cent. to 30 per cent. Below Trust Prices.**

WE FURNISH ABSOLUTELY EVERYTHING THAT SCHOOLS
 BUY IN WAY OF MERCHANDISE. ALL GOODS FULLY
 WARRANTED.

REFERENCES:—State Superintendent of Public Instruction; City
 and County Superintendents throughout California; the PACIFIC EDUCATIONAL JOURNAL, and a thousand schools using our supplies.

THE PACIFIC SCHOOL FURNISHING COMPANY,
 723 Market Street, San Francisco.

Cheney's Pacific Coast Bureau of Education

Recommends properly qualified High School teachers, grade
 teachers, professors and instructors for Normal Schools, Principals and teachers for Academies, Seminaries and Kindergartens, Specialists in Music, Drawing and Painting, and Physical Culture. References required and given.

ADDRESS:—

MAY L. CHENEY, } Managers.
 WARREN CHENEY, }

Post St. Telephone 907. San Francisco, Ca.

THE Potrero, San Francisco, is to have another school building. The new building is to be erected on the same block as the present one, and will front on Tennessee street. It will be an eight-class frame building, with a sewing school for girls and a mechanical laboratory for boys. These two special features are to be introduced.

AFTER nearly twenty years of talk and planning, the Lick School of Mechanical Arts will open for actual work on January 7th. George A. Merrill, as stated some time ago in the JOURNAL, will be principal. A. L. Buchanan, of the Stanford University, will be teacher of science. George R. Miller, of the University in Vincennes, Ind., will be teacher of mathematics. Miss Emma Hefty, of the State University, will teach English. Miss Eda Menzel will teach freehand drawing and designing. Miss Ada F. Brown will have charge of the classes in cooking and sewing. E. T. Hewitt will have charge of carpentry and pattern-making. J. L. Mathis, of the Union Iron Works, will give instruction in forging and blacksmithing. O. G. Goodell will teach mechanical and architectural drawing. The two handsome buildings described in a late number of the JOURNAL will be ready for occupancy, and will be fully equipped. There will be wood carving, pattern-making, carpentry, blacksmithing, clay modeling, molding, machine work, drawing, etc. Girls will be admitted on equal terms with boys, tuition being free to all, and for them there will be courses in stenography, typewriting, millinery, dressmaking, cooking, photography, etc. As now planned the school in full operation will accommodate 350 pupils. There are already many applications for admission. By the terms of the bequest the school is for California boys and girls exclusively. Of the bequest of \$540,000, about \$400,000 will be left for investment as an endowment, and the income for the support of the school will be about \$20,000 a year.

The best of all known remedies for Rheumatism is the **OIL OF EDEN** which removes all impurities and effects a speedy cure of **Sciatic, Muscular and Inflammatory** Rheumatism, Frontal Neuralgia, and all other ailments of a like nature. Ulcerated Tumors and Enlarged Glands have been removed with Oil of Eden, and Drawn Cords and Stiff Joints have been relaxed with it. Oil of Eden is also beneficial for Sore Throats, Ear ache and Sore Eyes; and all Chilblains, Warts, Bunions and Corns will yield to its great healing qualities. For sale by all first-class Druggists on a full guarantee. Price, \$1.00. Manufactured only by JOHN L. KELLETT'S OIL OF EDEN MEDICINE CO., 859 Clay St., Oakland.



Taber's Midwinter Fair Gallery—Interior View.

Taber Photo Co. *

121 POST ST., OVER
O'CONNOR & MOFFAT'S.

— SAN FRANCISCO. —

* * Finest Photo Gallery in the World. * *

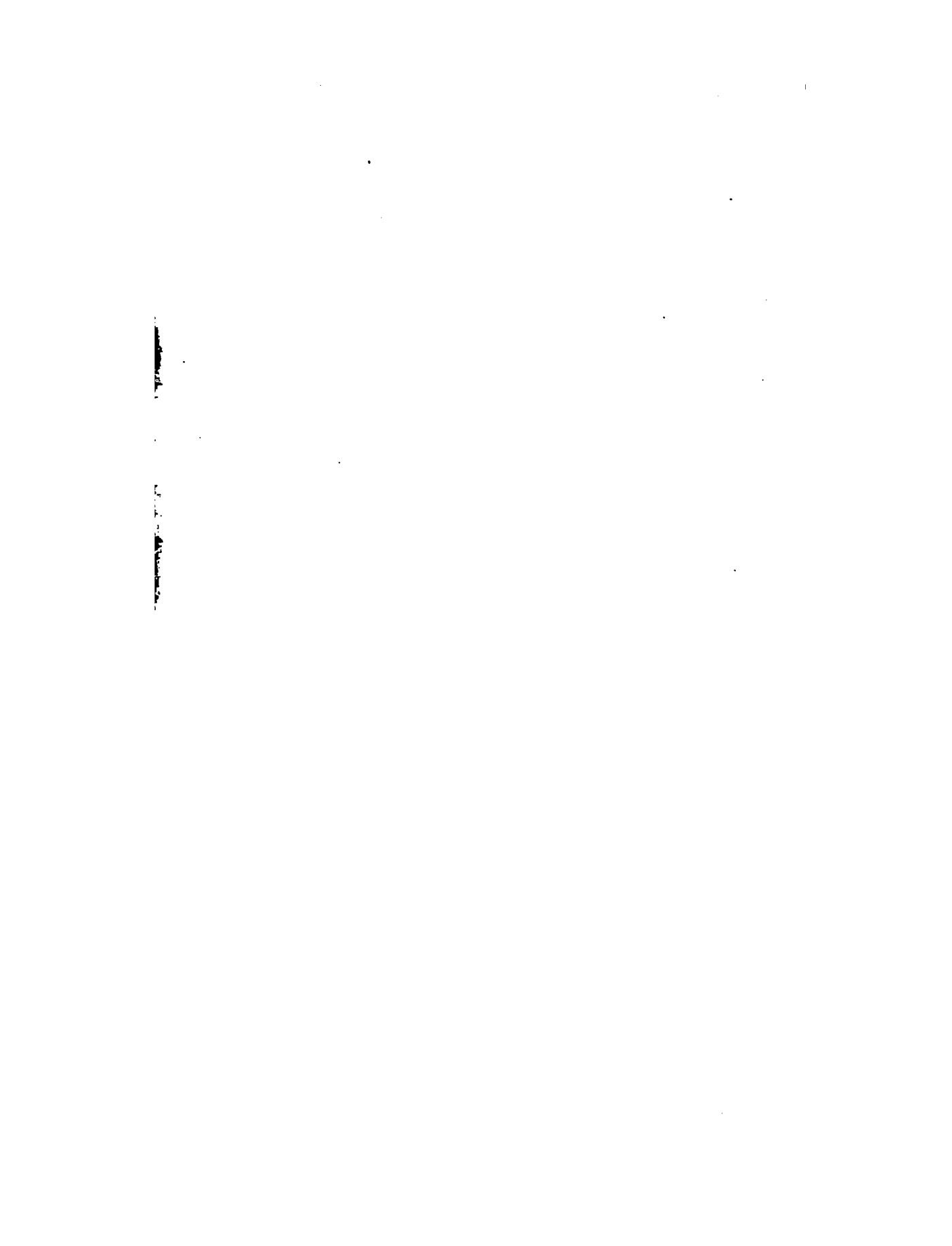
Our New Specialties: { Iridium Photographs (in Colors) } THE FINEST EFFECTS
Platinotype Photographs, - { EVER PRODUCED IN
PHOTOGRAPHY. }

CABINETS, PARIS PANELS and GRAND PANELS
Produced by the Instantaneous Process.

Also . Largest . Assortment . Pacific . Coast . Scenery.

Taber, 121 Post St., S. E.

BEAUTIFUL PRESENT FOR HOLIDAYS. ——————





~~BASEMENT~~

~~BASEMENT~~

370.5

-P118

1894



